DOCUMENT RESUME

ED 244 159	CE 039 030
AUTHOR	Tibbetts, John, Ed.; Westby-Gibson, Dorothy, Ed.
TITLE	Handbook for CBAE Staff Development.
INSTITUTION	San Francisco State Univ., CA. Center for Adult Education.
SPONS AGENCY	California State Dept. of Education, Sacramento.
PUB DATE	Oct 83
NOTE	390p.
PUB TYPE	Guides - Non-Classroom Use (055) -- Collected Works - General (020)
EDRS PRICE	MF01/PC16 Plus Postage.
DESCRIPTORS	Administration; *Adult Basic Education; Adult Education; Change Strategies; Classroom Techniques; Competence; *Competency Based Education; Cultural Awareness; *Cultural Background; Cultural Differences; Curriculum; Curriculum Development; Educational Resources; English (Second Language); Evaluation Methods; Guidance Personnel; *Guidance Programs; Inservice Teacher Education; Instructional Design; *Instructional Development; Instructional Materials; Recordkeeping; Second Language Instruction; Staff Development; State Programs; *Student Evaluation; Teaching Methods; Vocational Education
IDENTIFIERS	310 Project; California

ABSTRACT

This handbook is designed as a process approach to competency-based adult education (CBAE) implementation in the areas of management, assessment, guidance, and instruction. Each component also addresses cultural considerations. The guide is organized in five sections. The first section is an overview of CBAE that explains the reasons for using CBAE, defines it, explains why California mandated CBAE, and gives some suggestions for changing to CBAE. In the second section, the key elements of a CBAE management system are detailed and the key managerial tasks and responsibilities for establishing and maintaining CBAE instructional programs are outlined. The third section focuses on assessment, including characteristics of assessment steps in setting up a student assessment system, four components of a student assessment system, the role of the assessment development team, resources for assessment, and cultural considerations. In the fourth section, the functions and tasks of guidance personnel in CBAE are explored, while the final section focuses on CBAE curriculum design; assessment and instruction; recordkeeping; selection and adaptation of instructional materials for CBAE; specific suggestions for CBAE teaching in the areas of adult basic education, English as a second language, and vocational English as a second language; and cultural considerations in CBAE instruction. Appendixes, comprising half of the guide, include samples of materials from various CBAE programs. (KC)

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HANDBOOK

for

CBAE Staff Development

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DEVELOPMENT PROJECT
As Funded through P.L. 91-930
Section 310, as Amended, and
the State of California

CE 039 030

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This work was developed by the California CBAE Staff Development Project, San Francisco State University under a state administered contract of the Federal P.L. 91-230, Section 310, from the California State Department of Education, 721 Capitol Mall, Sacramento, California, 95814. However, the content does not necessarily reflect the position or policy of that department or the U.S. Department of Education. No official endorsement of this work should be inferred.

October, 1983

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FOREWORD

California has concentrated federal and state support for adult education on competency-based programs for the years 1980-1985. As this Handbook is being published, 151 publicly supported adult education agencies are undertaking the implementation of competency-based adult education (CBAE). These Adult Basic Education programs range in size from small districts to the largest public school system in California. They include those under the auspices of public adult schools, community colleges, community agencies, and state institutions.

The goal has been to focus our resources so that CBAE has been implemented on a programmatic and not a piece-meal basis. We in California have been fortunate in having a sound base of leadership in competency-based programs and curricula on which to build.

This Handbook for CBAE Staff Development is designed as a process approach to CBAE implementation in the areas of Management, Assessment, Guidance, and Instruction. Each component also addresses cultural considerations. The managers, guidance persons, instructors, state consultants, and directors of section 310 projects who have written this Handbook have demonstrated the team approach they advocate. All the writers are members of a Statewide Consortium for CBAE Staff Development.

Each program will, of course, depend on local priorities, but this Handbook should offer an extensive resource to adult educators who wish to implement CBAE. It is presented here as a draft copy. Readers are urged to respond to the enclosed evaluation form so that the Handbook can be appropriately revised for a final publication.

Donald A. McCune, Ed.D
Director, Office of Adult, Alternative,
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LIST OF ACRONYMS USED IN THIS HANDBOOK

AB 65 - AB 3408 (The Hart Law) - Provides changes in Education Code to ensure proficiency standards in basic skills for high-school graduation

ABE - Adult Basic Education

ACSA - Association of California School Administrators (Burlingame)

ACE - Adult Competency Education Project (San Mateo County Office of Education)

ADA - Average Daily Attendance

APL - Adult Performance Level Study (University of Texas at Austin)

CACE - California Adult Competency Education Project (San Francisco State University)

CACS - California Adult Competency Survey (CA-SDE)

CALCOMP - California Competency-Based High School Diploma Project (CA-SDE)

CAPS - Competency-Based Achievement Packets (Los Angeles Unified School District)

CASAS - California Adult Student Assessment System (San Diego Community College District)

CA-SDE - California State Department of Education

CBAE - Competency-Based Adult Education

CBE - Competency-Based Education

CETA - California Employment Training Act

CLASS - Competency-Based Livability Skills Project (Clovis Adult School)

CUE - Computer-Using Educators

DNAE - Dissemination Network for Adult Education (See Appendix Q.)

EIP - Evaluation Improvement Project (CA-SDE)

ERTA-LEP - Employment Related Training Approaches - Limited English Proficient

ESL - English as a Second Language

GED - General Education Development Test

ACRONYMS, Cont.

ICB-VESL - Integrated Competency-Based Bilingual Vocational English as a Second Language Project (Chinatown Resources Center, San Francisco)

ICEDS - Information Collection, Evaluation, Dissemination System Project (San Diego Community College District)

ISAM - Institutional Self Assessment Measure (See Appendix D.O.)

ISC - Instructional Services Center

JTPA - Job Training Partnership Act

LEA - Local Education Agency

LEP - Limited English Proficient

NDN - National Dissemination Network

NIE - National Institute of Education

Section 306 of the Adult Education Act - provides federal grants to the states for instructional programs in adult education

Section 310 (formerly 309) of the Adult Education Act - provides that part of the 306 funds be used for special innovative projects and teacher training

SDE - State Department of Education

TESOL - Teaching English to Speakers of Other Languages

USOE - United States Office of Education

VESL - Vocational English as a Second Language

OVERVIEW

WHY CBAE?

Richard Stiles, John Tibbetts, and
Dorothy Westby-Gibson

> "Competency-based education (CBE) is one of the most significant educational movements that has surfaced within the last fifty years. CBE has been endorsed at the local, state, and national levels, and it is capturing the attention of many international educators." (Consortium for the Development of Professional Materials for Vocational Education, 1973, p.7.)

Competency-based programs in adult education have led the movement toward competency-based curriculum and program development. Yet, many educators, even in adult education, are still not sure just how competency-based adult education (CBAE) is different from their current educational programs and more importantly, why it is being adopted. This article attempts to answer these questions and even more specifically to explain why California has chosen to adopt the CBAE format for all of its Section 306-funded programs in Adult Basic Education including English as a Second Language (ESL) and Vocational English as a Second Language (VESL).

CBAE DEFINED

Competency-Based Adult Education (CBAE) has many definitions. A widely used one is: "A performance-based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society." (National Center for Education Statistics, 1982, p. 80.) The most significant and common elements in most definitions of CBAE include the following:

- The measure of success is demonstrated learning rather than putting in time. Students progress through instructional sequences at their own rate and not by fixed or predetermined seat-time schedules.

- The specified competency is carefully identified, verified, and made known in advance to all those concerned: the community, the staff, and most importantly, the student.

- The standards for successful performance are clearly stated and openly shared with all parties so they will know what degree or level of learning must be demonstrated for success (or competency).

- Prior learning or achievement is determined and accounted for in developing each student's educational program.

- Learning centers around life roles enabling transfer and actual application of learning to be demonstrated.

CHARACTERISTICS OF CBAE PROGRAMS

Given these elements of CBAE, several necessary program characteristics become evident:

- The agency's philosophy statement reflects a competency-based instructional approach as well as goal specifications agreed upon by representatives of the community, the agency staff, and the students concerned.
- The process for placing, monitoring, and certifying student competence is congruent with the program's philosophy and goals.
- Individualization of instruction is based on relevant assessment such as pre/post testing of competency attainment and not on what others in a group are achieving.
- Instruction is frequently developed in modules and sometimes packaged in development sequences.
- Instructional strategies teach basic skills through application of those skills to real-life situations.
- Program participation is on an open entry/open exit basis.

Because assessment, placement, and instruction are integral components of CBAE, it is essential that management, guidance personnel, and instructors work closely together -- often as teams.

To illustrate some of the major differences between competency-based and conventional programs, the following chart presents a list of program characteristics and the way they are implemented. It should be noted that some programs may contain elements of both lists; nonetheless, the chart may help highlight some of the basic differences inherent in the two instructional systems.

ADVANTAGES OF CBAE

The emphasis of CBAE on students' being able to achieve their goals at their own pace without having to sit through instruction of material already known, make this approach especially attractive to adult students. Often for the first time they see education as real, specific, and attainable.

In addition to fostering more positive student perceptions than conventional programs, CBAE's individualized programs make it much easier for students to complete a program. They are not "locked in" to the movement of a whole class whose instruction is often aimed only at the middle range of student abilities.

PROGRAM CHARACTERISTICS OF CONVENTIONAL AND COMPETENCY-BASED PROGRAMS

Program Characteristics	Conventional Adult Programs	Competency-Based Adult Programs
1. Desired outcomes	Non-specific, not necessarily measurable; typically goal-level statements	Specific, measurable statements; typically at an objective level
2. Instructional content	Subject-matter based	Outcome-or competency-based
3. Amount of time provided for instruction	Fixed units of time (e.g., semester, term)	Continued until learner demonstrates mastery
4. Mode of instruction	Emphasis on instructor presentation	Emphasis on instructor as facilitator of student performance
5. Instruction based on	What teacher is able and likes to teach	What the student wants and needs to learn
6. Instructional materials	Single sources of materials	Multiple texts and media
7. Reporting performance results	Delayed feedback	Immediate feedback understandable to student
8. Pacing of instruction	Teacher or group paced	Individually paced
9. Testing	Norm referenced	Criterion (objective) referenced
10. Exit criteria	Final tests and grades	Student demonstration of competence

Fig. 0-1

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Likewise, the general public, including community groups, can more easily understand the program because of its specificity as opposed to the usual "hoped for" results. Employers have already endorsed the competency-based concept. It is, after all, very close to what they desire for their own training programs. As one industrial official noted: "At last I've found educators who are speaking my language of specified outcomes rather than the usual vague educationese."

One of the most frequently voiced criticisms of competency-based programs is that they only achieve minimum competencies and do not encourage students to develop their full potential. Nothing could be farther from the truth! Because of its individualized nature, CBAE not only encourages but facilitates students in moving as quickly as they are able through as many levels as they wish. What is important to note, however, is that students begin at their own ability level with content related to their own goals. These goals are often broadened as students progress -- especially if the program has identified effective guidance roles such as those described in this Handbook. To do otherwise would be educational suicide for the system; as everyone in adult education knows, if the students find that their own immediate goals aren't addressed, they will shortly leave the program.

Another easily dispelled criticism is that once students are allowed to move at their own pace, there will not be a sufficient number of students left to generate the necessary average daily attendance (ADA) to maintain the program. Programs of CBAE have been in effect in California long enough now to have produced ample evidence that just the opposite occurs. The reasons why are not clear. But program managers believe that ADA is maintained as a result of student satisfaction with encompassable goals and the accompanying improvement of instruction. The resultant word-of-mouth advertising seems to increase student enrollment. Open entry also enhances attendance records.

CBAE RESEARCH

Most of the formal research on CBAE has been in establishing the need for functional competence in today's society. There has been ample demonstration of that need. Limited studies have shown that competency-based high school diploma programs for adults are superior to traditional programs in student achievement and student retention. (See Appendix A, Dauzat, for a more detailed discussion of these and other studies.)

In California, current studies of CBAE programs should, by April 1984, indicate how full implementation of CBAE program elements (as defined by the California State Department of Education) affects student achievement as compared to those agencies who have not fully implemented such programs. In addition, current studies should reveal how student and teacher attitudes differ in conventional and CBAE programs. Although there is currently little research comparing the results of conventional and competency-based instruction, there IS a considerable amount of research and theory on how adults learn. Competency-based instruction "fits" remarkably well with most of those data. (Specific examples and references are cited in Appendix A.)

WHAT CBAE IS NOT

Many critics, including some educators, confuse competency-based education with other similarly-appearing concepts. For example: CBAE is NOT the same as competency testing. Many states, including California, now require minimal competency attainment for diploma programs or certain other forms of certification. Programs designed to achieve these minimal competencies do not necessarily constitute a competency-based program. *Minimum-competency testing shifts the emphasis from a focus on teaching to a focus on testing. CBAE, on the other hand, maintains a balanced emphasis on assessment, teaching, management, and guidance. It is a total program not a testing program.*

The adoption of CBAE is a committment to an integrated and systematic planning, implementing, and evaluating of the educational process. CBAE is:

- NOT the use of a few isolated competency-based instructional modules unrelated to individualized student goals or community needs
- NOT merely using part of a competency-based module such as the pretest or posttest
- NOT even adapting a set of competency-based learning materials for classroom use.

CBAE as it is defined in California is a total program.

WHY CALIFORNIA MANDATED CBAE

The California State Department of Education in the 1982 California State Plan states clearly their rationale:

> "The evaluation of the 1979/80 - 1981/82 State Plan identified several deficiencies in the quality standards and program content being delivered by the LEA's. These deficiencies can be attributed in part to the extensive growth pressure on the program, coupled with the decline in real dollars to meet the need. The deficiencies identified by the evaluation are:
>
> - Excessive class size ratios most frequently noted in English as a Second Language Programs
> - Curriculum procedures and content that have not kept pace with contemporary trends and technology
> - Student assessment systems that do not match curricular offerings and also have not kept pace with contemporary trends and technology
> - Little or no provision for staff development

- Little or no provision for comprehensive program evaluation

- Little or no provision for counseling and guidance services.

Management Objectives number 1.0 addresses these concerns by mandating that provisions be made to incorporate those quality standards into any program receiving federal funds." (p. 32)

Many of these deficiencies appeared to be correctable through competency-based programming. California already had some eight successful years' experience with CBAE curriculum, program, and staff development. (See Appendix B for the details of that process.) Yet those developments were not systematically being incorporated into ongoing programs. Additionally, a new competency-based assessment system (See Section II of this Handbook for a description of the CASAS system.) was now nearly completed. It was a crucial element for building competency-based programs. In a word, the reason for implementing Competency-Based Adult Education (CBAE) throughout the Federal Projects in California was to be proactive in professionally meeting the educational needs of adult clients. To remain reactive or even laissez faire to both the internal and external demands and fiscal crisis faced yearly was unacceptable. Needed was a management plan from the State level that could assist in distributing fiscal resources in a prudent, equitable, effective, and accountable manner. Needed was the coalescence of the delivery systems serving the adult basic education client. And needed was a partnership to mutually develop and share ways of providing effective educational opportunities for the adult client.

All agencies, therefore, were charged by the State Department of Education with correcting the deficiencies noted earlier. Included throughout that list is the mandate for CBAE (underlining ours).

"1. Funds will be distributed only to those agencies which can assure quality programming for the target population identified in this Plan. All agencies receiving federal funds must make provision for:

A. Class sizes that do not exceed a certificated employee to student ratio of 30-1 on the average.

B. Curriculum design and content that is based upon the philosophy, process and procedures of competency-based learning.

C. A student assessment system which is competency-based.

D. A program of ongoing staff development for all certificated staff involved with the federal program.

E. Counseling and guidance services to assure that all students are properly placed in the appropriate competency level, and that their progress is monitored with appropriate assessment instruments.

F. Evaluation that will determine the levels of achievement pertaining to the goals and objectives of the total program."

(The California State Plan (1982 Submission), pp. 19-20.)

THE FUTURE OF CBAE IN CALIFORNIA

If CBAE is to continue to develop in California, certain directions seem clear. First, dissemination of existing programs and materials must continue. Agencies wishing to implement CBAE further need the necessary support of both human and financial resources. But, more importantly, CBAE should not be considered a finished "product." Basically, CBAE is a process that must continue to respond to changing needs of the individuals that adult education serves. Such a process emphasizes an ongoing cycle of needs assessment, planning, instruction, and evaluation; only then can it be an educational movement that grows and develops.

At present, for example, with strong societal needs for improving the individual's ability to enter the work force or improve work skills, one direction for CBAE is to forge strong links with vocational training. With the increasing identification of the needs of handicapped adults, another direction is to link CBAE more closely with special education for adults. The increasing number of adults in California from widely differing ethnic backgrounds also dictates that CBAE can be viewed in more depth as it relates to developing cultural competencies throughout adult programs. Still another direction for CBAE is to respond more adequately to the needs of our increasing population of older adults.

Competency-based education lends itself especially well to new modes of delivery whether at home, at school, in the marketplace, or in institutions such as correctional agencies. As more and more computers are available, computer-assisted instruction can be used to facilitate CBAE. Increasing use of telecommunication opens new channels for CBAE use. Adult educators need continuously to devise ways of combining traditional with non-traditional delivery of learning opportunities.

In addition to its potential for adult education, CBAE also presents new challenges for elementary and secondary schools. Already many materials developed for adults are being used with children and youth. Increasingly, elementary and secondary education are focusing on the development of competencies as the basis for certification. Whatever specific changes the future holds, adults of tomorrow will need continuing adult education. CBAE holds great promise as a process to enable adults to meet these challenges.

REFERENCES

California State Department of Education, California State Plan, Adult Education Act, P.L. 91-230 (Amendment of 1978), 1982 Submission.

Consortium for the Development of Professional Materials for Vocational Education, Resource Person's Guide to Implementing Competency-Based Administrator Education Concepts and Materials, The National Center for Research in Vocational Education, The Ohio State University, 1983.

National Center for Educational Statistics, Adult Learning Activities Terminology, U.S. Department of Education, July, 1982.

PLANNING FOR CHANGE TO CBAE

STAGES OF CHANGE PROCESS*

Agencies, like individuals, reach the decision to change by proceeding through a series of readily identifiable stages -- the change process. The length, complexity, and difficulty of these stages may vary with the agency. Various writers have used their own terminology in labeling these stages though most are agreed on the basic progression. As applied to the adoption of a CBAE program, the phases might take the following form:

Awareness of CBAE

The ideas involved in the CBAE approach are presented to the members of the agency. They become aware of the basic principles and practices. Depending on the presentation and their personal backgrounds, individuals may or may not need or wish to know more about it.

Examination and Study of CBAE

For those who need or desire additional involvement, the potential of CBAE is studied, discussed, and examined closely. Further information is sought and acquired. Group work is organized, and tentative outcomes are identified. A generally positive response is crucial at this stage if there is to be continued progress toward the adoption of CBAE. Management can assist group members during this phase by facilitating the acquisition of information and bringing in others to help organize the proposed effort.

Appraisal and Decision

The staff appraises the potential of CBAE to improve instructional programs in the agency and estimates the benefits of such change. Decisions must be made at this point about the manner in which the agency should implement CBAE. Management can provide psychological support, ease tensions, minimize threatening situations, and help bring the decision process to closure.

Trial and Experiment

The agency begins to implement CBAE on a trial basis, usually on a small scale. The staff identifies problems, experiments with solutions, and develops some workable modes of operation. Decisions concerning future courses of action are reached and commitments are made during this phase. Management can bring all available forces to bear in devising solutions and increasing the chances for success.

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*(Adapted from Chapter III, Resource Person's Guide to Implementing Competency-Based Administrator Education Concepts and Materials, 1983, p. 29, permission requested.)

Adoption and Integration

With the completion of a successful trial phase, the agency proceeds to implement CBAE in a larger proportion of the program. It commits the necessary resources of staff, funds, and physical facilities to the task. Integration and institutionalization merge as adoption continues. Competency-based adult education (CBAE) becomes an established and accepted function of the agency.

CHANGE STRATEGIES

This project is in the process of gathering and analyzing specific change data from previous research as well as within the current project. We, therefore, expect this year to be able to elaborate the stages cited above and to suggest more specific strategies for achieving a smooth and successful change to CBAE program development.

I

MANAGEMENT

David Hemphill and Autumn Keltner

OVERVIEW

This section details the key elements of a CBAE management system while outlining the key managerial tasks and responsibilities for establishing and maintaining CBAE ABE/ESL/VESL instructional programs.

It focuses on:

- the role of management in CBAE
- developing a CBAE philosophy statement and statement of program purposes
- determining competency statements
- meeting staff development needs
- conducting program evaluation including the ISAM
- managing the record-keeping function
- allocating financial resources
- cultural considerations.

INTRODUCTION

The primary function of management in the design and implementation of a CBAE ABE/ESL/VESL program is to provide leadership in developing and implementing:

- a statement of philosophy and program purposes concurring in principle with the key elements of CBAE
- a comprehensive list of life-skill/role competencies
- an instructional delivery system that integrates basic skills and life-skill/role competencies
- an assessment system that identifies student needs, measures student progress, and certifies competency attainment

- a guidance system that offers appropriate student-centered placement, self-paced movement through the instructional program, and access to a diversity of educational services

- a record-keeping system to support data-based decision making

- a staff development program that models CBAE

- an evaluation plan to assess the attainment of the CBAE program goals and objectives

- a plan for the effective allocation of financial resources

- a process for developing awareness of cultural considerations for the adult students.

THE ROLE OF MANAGEMENT IN CBAE

Commitment and Support are Crucial

The commitment and support of the adult education manager are crucial to the success of a CBAE program. Without such support a CBAE program will not succeed. With such support, there is a good chance of success.

Management support of a CBAE program involves a willingness to:

- develop an understanding of CBAE goals and methods

- allocate necessary time and resources

- involve all levels of the organization

- operate with an integrated team approach.

The Need for a Collaborative Approach

Even with strong management support and interest, a CBAE program will not succeed without some involvement of the staff members at all levels of the school organization.

CBAE involves thinking about the school as an organization in its broadest sense -- as an open system which includes:

- the student population

- the entire school staff (instructional, administrative, guidance, paraprofessional, classified)

- the policy-making board

- the community.

Each of these key groups must be provided with the opportunity for involvement for a CBAE program to succeed. The student population is involved in determining program and curriculum priorities and the relative effectiveness of their delivery. The school staff is involved through developing the curriculum and determining, implementing, and evaluating instructional techniques and strategies. The board sets the tone and philosophy of the program through policy decisions. And the community is involved in an advisory capacity through all phases of the program.

The Importance of Careful Staff Selection

Effective CBAE implementation is clearly not a "one-person show," but there is still the need to identify a team of people who will perform key leadership tasks in CBAE implementation. These facilitators will need to assist the manager in such key tasks as:

- developing philosophy/program purposes statement
- determining program design and instructional strategies
- identifying competencies and curriculum content
- developing a curriculum that accurately translates program purposes and philosophy into meaningful operational guidelines
- developing assessment, record-keeping, and evaluation systems
- organizing and implementing a staff development plan.

By committing to a group approach in CBAE implementation, the manager must recognize the importance of identifying people to lead the effort who are comfortable with a collaborative process. They must be willing to rely on a facilitative, rather than an authoritarian, leadership style. Such facilitators need to have the potential to be good change agents, they need to have credibility with their peers, and they need to have a view of themselves and their colleagues as competent professionals deserving of respect. They must ally themselves with the concept of change and inspire others to do likewise.

The manager also needs to make staffing decisions related to the guidance function. This function may be performed by different staff members, but it is important that guidance be considered. (See the "Guidance" section of this Handbook for an extensive treatment of this issue.)

Responsive Program Design

Responsiveness to changing conditions is a key element in the design of any educational program, but it takes on heightened importance in CBAE. By its very definition, CBAE implies a high degree of responsiveness. The CBAE program manager, then, must give careful and frequent attention to the following:

- changing student needs and goals
- changing community needs

- changing size of student population

- changing constraints such as financial conditions, personnel, and facilities

- changing capabilities.

Each of these factors has important implications for the three types of instructional programs usually offered under the rubric of "adult basic education": ABE, ESL, and VESL. Adult education program managers will have little difficulty recalling the substantial changes in local program offerings in ABE, ESL, and VESL brought on by such relatively recent events as the adult education program size "cap," the switch from CETA to JTPA, the arrival of large numbers of refugees, and plant closures. So, of course, adult education programs have already made changes to meet shifting needs. The difference with CBAE is that it requires closer monitoring of such changes, particularly in the area of student needs. In traditional education programs students have little voice in determining program offerings. CBAE gives them this voice.

Where the needs and goals of ESL students have been assessed, one of the most often reported student goals is to "get a job." If a program is truly committed to CBAE, and if such a student need emerges, then the implication is obvious: the need "to get a job" must be addressed.

The growth of VESL in adult education offers an example of how programs can address this recurrent student need to secure employment. ESL programs oriented to general communications skills and not focused on the language of work to meet this student need are inappropriate. It is then necessary to develop a new program of instruction, such as VESL, which focuses on language and skills necessary for students to achieve their goal of getting a job. Numerous VESL programs have been developed in the last decade in California, and they tend to operate in the following four settings: (Refer to the ERTA-LEP report for a careful examination of VESL program approaches.)

- The ESL Classroom. (General vocational language instruction is offered in a traditional ESL classroom.)

- The Vocational Classroom. (Instruction in the language of specific occupations is offered in tandem with vocational skill classroom training.)

- The Work Experience Site/Classroom. (VESL instruction is offered in a classroom for half a day, and students receive work experience exposure with employers for a half day.)

- The Worksite. (VESL instruction is offered to workers who are already employed, at their worksite.)

VESL is an example of a flexible response to a major and frequently-stated student need. Other student needs will suggest other program responses. The important factor for a program is that to be relevant, it must be responsive; it must have the ability both to assess and address changing student needs.

DEVELOPING A CBAE PHILOSOPHY STATEMENT AND STATEMENT OF PURPOSE

An Early CBAE Step

The development of a CBAE program philosophy statement is generally one of the first steps a program takes following the formation of a local implementation team. The philosophy statement should attempt to lay out in a broad way the guiding principles of the CBAE program to be implemented. A statement of program purposes has a more direct focus than a philosophy statement. It describes the different program components (ABE, ESL, and/or VESL, depending on the local district needs) and the effects these components are expected to have on student attainment of goals.

For many districts, the philosophy statement and the statement of program purposes may be addressed simultaneously. The remainder of this section discusses both kinds of statements and suggests what might be included in each.

The CBAE Philosophy Statement -- Something to Refer To

The CBAE statement of philosophy needs to be specific enough to provide guidance to the manager, the instructional staff, and others at different points in CBAE program implementation as decisions need to be made. But the statement also needs to be general enough to apply to the entire range of CBAE activities which a program may address over several years. The statement of philosophy is a value statement that tells others what the institutional orientation is. Once a statement is agreed upon it should be presented to the school's policy-making board for examination, discussion, and adoption. This has the dual benefit of subjecting the philosophy statement to an additional level of scrutiny and of providing the adult program with district-wide visibility. The statement sets the context for effective program evaluation. It serves as a basic source for generating evaluation questions, establishing program goals, and setting the criteria for attaining these goals.

What the CBAE Philosophy Statement Might Include

There are various documents which can provide guidance on the possible content of a CBAE philosophy statement. (See Appendix C.0, Statement of Philosophy and Appendix D.0, ISAM.) The following categories have been synthesized from these documents. These categories are not mandatory for inclusion, but they should at least be considered in developing a CBAE philosophy statement.

- Outcomes Explicit, Known, Agreed Upon

  The statement should describe how the projected student performance outcomes are explicit, known, and agreed upon by students, the school staff, and the community.

- Individual Student Needs, Not the Passage of Time

  The statement should describe how the program is related to the variety of individual students and their unique experiences, different abilities, varied roles of learning, and reasons for participating in the adult program. The program should be adaptable to accommodate these differences and not fixed or contrained by a set amount of time.

- Ongoing Assessment, Using a Variety of Means

  The statement should discuss how assessment provides information about individual student progress towards defined goals and how effective the program is in helping the student attain these goals. The assessment should continue throughout the year using a variety of methods for depicting growth.

- Life-Skill Emphasis

  The statement should describe how the program facilitates successful student performance of adult life-skill/role competencies.

- Encouragement of Students to Exceed Minimum Competencies

  The statement should describe how the program encourages students to attain at least minimal levels of competency, and grow toward realization of their full potential.

- Adults as Distinguished from Children

  The statement should demonstrate an awareness of the unique ways adults learn as distinguished from the incremental and linear ways children learn.

- Certification Through Demonstration of Competencies

  The statement should describe how certification of competency attainment is based on demonstrated performances of competencies. Certification needs to be continuous, and it should make use of various means of determining competency attainment.

- The Importance of Program Evaluation and Adaptability

  The statement should recognize the importance of program evaluation and adaptability. Programs must respond to changing societal needs, changing individual student needs, changing constraints, and changing capabilities.

- Reflection of Local District/Community Goals

  The statement should reflect the goals of the local school district and of the local community served by the program.

The CBAE philosophy statement need not include all the categories listed above, nor need it be limited to these categories. However, these categories represent a synthesis of some of the major thoughts about CBAE which have emerged in California adult education in recent years.

The Statement of Program Purposes

This statement, as noted earlier, is more specific than the philosophy statement. It describes how each of the major CBAE program components (ABE, ESL, and/or VESL) may be expected to have some effect on student performances. It should be constructed in terms of the needs which have been expressed by students in the program. Although the statement of program may take many forms, the following categories of student need are useful to consider when developing the statement:

- The need to acquire functional coping skills and general survival skills in the local community.
- The need to be successful in vocational skills training or in securing rewarding employment.
- The need to continue learning in a high school diploma, community college, or university program.

The Two Statements Can be Integrated or Separate

Depending on the needs and inclinations of the groups developing the philosophy and program purpose statements, and on the local community context, the two statements may be integrated, or they may be developed separately. Either way, they should represent a collective effort at articulating a clear approach to implementing a CBAE program.

DETERMINING COMPETENCY STATEMENTS

The CBAE program manager takes an active leadership role in identifying and compiling a comprehensive list of life-skill/role competencies for the ABE, ESL, and VESL instructional programs. This process involves a review of existing competency lists, as well as an opportunity for students, instructors, administrative staff, advisory committees, governing boards, and the community-at-large to suggest competencies which they feel are unique to the local setting. The ultimate goal is to develop a curriculum/program based on documented student need rather than create a need dictated by the program.

Sources of Competency Lists

Several sources of potential competency listings are:

- The CASAS Competency List (See Appendix G.)
- The APL Study
- Local CBAE/AB 65 High School Diploma Programs
- Other CBAE Adult Education Programs
- Commercially Published Life-Skills Materials (See Appendix H)
- State Department of Education Curriculum and Assessment Frameworks.

It is important that programs determine local priorities in the identification of competencies, and not just adopt any one of the resources listed above. Final determination of a comprehensive competency list must reflect size and character of the community and students served, local program options, location and availability of facilities, time, personnel, and financial resources.

Developing the Competency List

The implementation team should collect, study, and compare existing sources to identify the initial list of competency statements. When the list has been compiled, school personnel, students, and the community participate in rating the competencies according to perceived importance and suggest additions and deletions.

Questionnaires and surveys are the usual techniques used for identifying and prioritizing competencies. Another effective means is to interview persons or groups of persons in private enterprise, government and public agencies, and political and cultural organizations in order to determine their expectations of a competently-functioning adult in the local setting. This involvement of all segments of the district and community ensures widespread support for the CBAE program.

Based on the outcome of the selection strategy, a core of competencies can be determined from which instructional objectives for each segment and level offered within the ABE/ESL/VESL program are derived. The sequencing of the competency objectives should provide for a smooth transition from each level or segment of the program to the next, such as levels of ESL to VESL, and ABE/ESL to high school diploma program. Developing a continuum of competency statements, leading from simpler to more complex, may be necessary to ensure this transition.

The selected life-skill/role competencies serve as the major components of the CBAE curriculum. The majority of these life-skill competencies require the application of specific basic skills: listening, speaking, reading, writing, or computing; therefore, these components must also be integrated into the instructional delivery system.

Summary of Steps

In summary, the program manager in cooperation with the local implementation team includes the following steps in the process of determining the CBAE program competency statements:

- Collect and review available lists of competencies
- Develop initial list of competency statements to be included in a survey/questionnaire
- Involve students, school personnel, and the community in identifying competencies and suggesting additional competency statements
- Develop instructional objectives based on the identified competency statements for each segment and level of the ABE/ESL/VESL program.

MEETING STAFF DEVELOPMENT NEEDS

CBAE Staff Development Reflects CBAE Philosophy

Successful competency-based ABE/ESL/VESL programs include the support of a well-planned staff development component. For many staff members, CBAE is likely to be a new concept. Most school districts, therefore, will have to provide orientation and ongoing staff development that assumes minimal knowledge of this approach. Orientation must occur at all levels of the system, including board members, administrators, instructors, and support-service staff, both professional and paraprofessional. For CBAE ABE/ESL/VESL programs to be successful, staff development must be designed with a competency-based approach. Staff must be actively involved in the process, recognize new learning needs, identify tasks that they must perform, assess their own competence, and have a choice of learning options.

Assessing Staff Needs

For many years staff members have been told that they must adapt their programs to the particular needs of their students. Yet staff development programs are often designed as if all staff have the same needs. Only by assessing individual needs in relation to the local CBAE program can needs be identified. A staff needs assessment is an attempt to identify the gaps that exist between the competencies staff now have and the competencies they need to prioritize these needs. Instructors in a CBAE program, for example, may indicate that they feel inadequately prepared to integrate life skills and basic skills in the instructional program while those providing guidance may express the need for training in using student placement instruments.

Information on staff needs can be obtained in a variety of ways:

- Interviews with administrators and staff
- Observation
- Group meetings
- Survey questionnaires.

Sample staff development questionnaires that might be adapted for local use are included in Appendix E.

Determining Priorities

The data gathered from the needs assessment should be carefully analyzed to determine which needs are common to the group as a whole and which are individual and/or expressed by only a small percentage of the group. One danger in staff development is that only needs expressed by a large group will be used for planning and individual needs will be neglected. All participants in the survey need to know that their responses have been considered in the development of the staff development plan.

Priorities as determined through analysis of the data from the needs assessment will become the basis for designing and implementing a plan of activities for the year. A plan should be developed to address the areas of greatest need in general workshop sessions and to provide alternatives for meeting individual and small-group needs. Plans should be made to differentiate activities according to the expressed needs of beginning and experienced ABE, ESL, and VESL instructors, guidance staff, administrators, paraprofessionals, and volunteers.

Examining Alternatives

Staff development activities should be scheduled on a regular basis and vary in time, place, and format to meet identified local program and specific staff needs. Figure M.1 shows some suggestions for alternative delivery modes for staff development.

ALTERNATIVE DELIVERY MODES
FOR STAFF DEVELOPMENT

Activity/Format	Group Size Accommodated		
	Large (20/more)	Med.-Small (10-20)	Small-Ind. (1-10)
Workshops/demonstrations (Based on identified needs of majority of staff)	XX	X	
Informal rap sessions in specific areas of interest and/or concern	X	X	XX
Video or other audiovisual presentations (Scheduled to meet special needs and/or by individual or group appointment)	X	X	XX
Inter/intra district program or classroom visitations (Scheduled to meet individualized program/staff needs)		X	XX
Professional conferences (ACSA, CBAE, CATESOL, CTGA as available in local areas)	XX	XX	XX
Reference reading (Books, journals, newsletters, articles as suggested to individuals or distributed program-wide)	X	X	XX
Consultants/conferences (By appointment based on specialized needs/concerns)			XX
College/university degree or extension programs (As appropriate and available in local areas)		X	XX
On-site visits by consultants or resource staff to classrooms/programs		X	XX

Key:
XX Very appropriate for this size group
X Possible for this size group
___ Not usually appropriate for this size group

Fig. M-1

Providing Support

Effective staff development can be implemented if there is first, a plan for it and second, the resources to support it. To be successful, the plan requires budgetary support and moral support from managers.

There are several ways to demonstrate such support:

- Conduct workshops or visitations during released time

- Pay personnel for attending activities

- Give appreciation or recognition for the time and effort expended.

Financial considerations may prohibit dismissing classes and/or paying substitutes in order to allow instructors to participate in staff development activities on released time. In this case, provision of alternative activities for students during a portion of the school day may be a possibility. Such activities may include speakers from community agencies, audio-visual presentations, or specific activities led by guidance staff, instructional aides, and/or volunteers. These activities might include group counseling or topical discussions.

Identifying Financial Resources

To stretch local financial resources consider:

- Allocating funds from the agency's 306 budget for staff development

- Using staff from currently-funded 310 projects

- Planning cooperative offerings with nearby districts/agencies

- Initiating staff consultant/workshop leader exchanges with nearby districts (District 1 can provide a workshop leader at no cost to District 2 and vice versa).

Identifying Human Resources

To implement staff development activities, identify: 1) those who will plan and organize the activities, and 2) those who will conduct/chair the activities. Not everyone is proficient at designing and executing staff development programs. Leaders and planning teams should be selected for their actual ability in conducting such programs regardless of position in the agency or district. If outside consultants are employed, it is imperative that they are appropriate to the local program and/or helpful to the CBAE implementation process at a given point. Staff trained through former and current CBAE-related 310 projects can be excellent consultant resources. Consider contacting:

- CBAE Staff Development Project Advanced Staff Developers and Consortium Members

- CASAS Project Staff

- DNAE Exemplary Program Facilitators (See DNAE Appendix Q.)

- California State Department of Education: Adult, Alternative, and Continuation Education Section Consultants.

Evaluating Results

All staff who have been involved in planning, administering, and participating in the staff development program also participate in the evaluation of the results. It is essential that these results be evaluated in relation to the objectives that were set. (See Staff Development Workshop Evaluation Forms in Appendix F.1.) Feedback data to be evaluated include:

- Presentation strategies and resources used

- Program format and alternatives provided

- Scope, diversity, and usefulness of content

- Extent of staff participation

- Outcomes - as perceived by participants as well as observed by administrative and/or resource staff.

Through a continuous process of planning, involvement, implementation, analysis, and evaluation, the staff development program can become an effective way of preparing all staff to accomplish the tasks needed to implement a CBAE ABE, ESL, and/or VESL program.

CONDUCTING PROGRAM EVALUATION

Purpose of Program Evaluation

Evaluation is the process of systematically identifying, collecting, analyzing, reporting, and using information about the educational program in order to make sound decisions.

The principal reasons for implementing a CBAE ABE/ESL/VESL program evaluation plan are to:

- Show evidence of the extent to which stated program goals and objectives have been met

  What is the program intended to accomplish?

  What methods are used?

  What results are produced?

- Facilitate and encourage program improvement

  What are the positive and negative impacts of each program component?

Which activities need to be modified, improved, or terminated?

- Maintain and promote responsiveness to the needs of constituents

  Does the program meet the expectations of the target population/community/business and industry?

  Are the program objectives important, attainable, and relevant to the target population?

- Determine the cost effectiveness of the program of instruction.

  Are the resources for the program adequate to accomplish the stated goals and objectives?

  Are resources allocated appropriately?

  Is there accountability for effective use of resources?

Planning for Program Evaluation

Program evaluation must be an ongoing process. The administrator/program manager has the primary responsibility for designing and implementing the evaluation plan and is also responsible for ensuring that the evaluation results are used in program planning and improvement. As much as possible, those persons affected by the evaluation plan participate in its design. The plan should be formulated before or at the onset of the program's implementation and provide flexibility for adding or deleting issues as needs change.

In determining the scope and design for conducting program evaluation, consider who needs the evaluation information (Fig. M-2), when, and for what purposes. This information then will be used im making the decisions as to the types of data to be collected and the format in which to present them to the different audiences.

REPORTING EVALUATION INFORMATION

Program or Activity to be Evaluated ______________________________

(Check appropriate boxes.)

Persons Needing the Evaluation Findings	To be Informed	To Make Decisions
Students		
Instructors		
Administrators		
Counselors		
Coordinator/Staff Developer		
District School Board		
Superintendent/Chancellor		
Community Advisory Groups		
Community Members		
Funding Agency		
State Department of Education		
Others (list)		

Adapted from

Program Evaluation Skills for Busy Administrators
Oregon State Department of Education, Salem, Oregon

Fig. M-2

The major elements of a comprehensive evaluation plan are shown in the figure below.

EVALUATION PLAN OUTLINE	
Step	Question
1. Objectives/Issues	What questions are being asked?
2. Information Requirements	What information is needed to answer the questions?
3. Information Source	From whom can the necessary information be secured?
4. Instruments	What can be used to find the answer?
5. Design	Who will complete the instruments and what comparisons may be made?
6. Time Schedule	When will the information be collected, analyzed, and reported?
7. Analysis	What do we do with the data?
8. Report	Who needs to know about it?

Fig. M-3

Determining Evaluation Priorities

In identifying priorities as to which objectives or questions are most important to evaluate, program managers should consider the following:

- Federal, state, or local guideline requirements
- Importance of objectives to future of program
- Importance to decision makers
- Availability of time, staff and/or funds to evaluate the objective.

Questions posed may deal with gathering data concerning decision-making requirements in areas such as determining:

- Effectiveness of various teaching strategies
- Effectiveness of the instructional program
- Program relevance
- Curriculum and instructional validity
- Procurement and allocation of resources
- Staff development/personnel needs.

Sources of Information

Sources of information are the individuals, (students, instructors, counselors, administrators, paraprofessionals, clerks), agencies, or records from which the necessary information can be obtained while the instruments are the means used to collect it. The data collection instruments may be commercially developed (test answer sheets, registration and attendance records), and locally developed or adapted. Locally prepared instruments include questionnaires, observation scales, informal interviews/surveys, rating sheets and narrative statements. Sample program evaluation plan charts and forms following the above guidelines may be found in Appendix F.2. (See also the charts and guidelines included in the Assessment section of this Handbook.)

The charts suggest program evaluation questions, specify the report requirements (what information needs to be collected), the information source, data collection instrument(s), who is responsible for collecting the information, when it is collected, and who receives and uses it.

Using the Evaluation Data

The program manager uses the evaluation data to monitor the CBAE ABE/ESL/VESL program internally, with the intention of improving the instructional quality and externally, reporting program information/success to those who want or need to know it. (See chart, Reporting Evaluation Information, p. This process entails regular monitoring of each step in the development and implementation of the evaluation plan as well as the validity and reliability of the data collected. As stated also in the assessment section of this Handbook, the quality of the decisions to be made relates directly to the quality of the data on which they are based. A summary of the steps required in developing a general evaluation plan is given in Fig. M-4.

SUMMARY OF STEPS REQUIRED IN DEVELOPING A GENERAL EVALUATION PLAN

	Check In Progress	Check Completed	Date Completed
Review needs assessment, goals, and objectives to determine their interrelatedness.			
Identify the purposes for which the evaluation is being conducted and the probable uses of the evaluation.			
Review objectives to ensure they are written in observable behaviors.			
Identify the questions that must be answered at the end of the year as indicated by the objectives, the purposes, and the probable uses of the evaluation			
List appropriate kinds of instruments to gather the information required to answer the questions formulated above.			
Determine types of data analysis procedures that would give the most appropriate information to answer the questions formulated earlier.			
List the activities that need to be monitored together with the most appropriate dates to secure the information.			
List the kinds of reports that will be made, both interim and summative; who will receive these reports; and the dates the reports are due.			
For each report, list the potential uses to be made of the information and be sure that they match the information to be gathered.			

From: Competency-Based Adult Education: A Process Model, 1979, p.61

Fig. M-4

THE USE OF THE ISAM AS AN AID IN PROGRAM EVALUATION

This section briefly describes some possible uses of the Institutional Self Assessment Measure (ISAM), which was designed to aid program managers and staffs in planning and evaluating CBAE program implementation. (See Appendices O and P for a complete copy of the ISAM.)

The Major Purposes of ISAM

The ISAM was developed with the following major purposes in mind:

- To describe the minimum program elements which would constitute CBAE implementation
- To establish the outlines of a "common CBAE language" for use by adult educators in California
- To offer a flexible self-report method for program improvement at the local level in a wide variety of adult education programs throughout California
- To identify desired role competencies for key staff functions (management, instruction, guidance).

What ISAM Looks Like

The ISAM has three major components which apply to all CBAE programs in California, plus a fourth major component which will apply to those programs that have a counseling/guidance staff. These components are:

- ISAM Manual of Instructions

  This component contains the rationale of the ISAM, administration instructions, and a detailed description of the scoring criteria for each item.

- CBAE Management Scoring Forms

  This component contains thirty-eight items which can be scored by CBAE program managers to assess their progress toward CBAE implementation.

- CBAE Instruction Scoring Forms

  This component contains a similar number of items to be used by instructors to evaluate their progress toward CBAE implementation.

- CBAE Guidance Scoring Forms

  For those agencies having counseling staff or someone performing the guidance function this component, which consists of eighteen items, may be used by this staff.

Each item may be scored on a scale of "1" to "5." Assuming that an accurate score is reported for each item, it is expected that few agencies will score consistently above "3" on most items. Many agencies will report a score of "1" for some items. This will be particularly true of those agencies just beginning CBAE implementation.

Application of the Information Provided by ISAM

As noted earlier, the ISAM is intended to be practical. Some of its practical uses may include the following:

- Developing an Initial Concensus, Plan, or Proposal

  The ISAM can be helpful in developing an initial CBAE implementation plan for agencies at the start of CBAE implementation. It can be helpful at any point during implementation as a means of arriving at a staff concensus on revising or restating program goals. It can also be used to aid in developing a proposal for 306 funds or for some other category of funds.

- Assessing Progress Toward CBAE Program Goals

  If CBAE program goals have already been established, the ISAM may be used at any point to assess how far the program as a whole, or a specific component of the program, has come in reaching those goals.

- Isolating Specific Needs Within the CBAE Program

  In addition to its use in evaluating the CBAE program as a whole, ISAM may be used to isolate specific needs of a particular program component (management, guidance, or instruction), of a particular school site, or of a particular individual. Using the ISAM in this way can be particularly helpful in assessing the need for staff development or other technical assistance activities.

The Mechanics of Administering the ISAM

Although the ISAM is designed as a self-report instrument for use by individuals or by groups, initial field testing suggests that administration in a group setting can be especially helpful, particularly if the group involved represents more than one agency, site, or program. This diverse group setting creates the opportunity for sharing approaches to the same set of problems which the ISAM defines. It also can be helpful for agencies using ISAM for the first time to seek the help of someone who has had experience in administering the ISAM. Such individuals might include CBAE Staff Development Consortium Members, CBAE Advanced Staff Developers, and State Department of Education Consultants. An experienced group facilitator can provide scoring assistance and concrete examples for items which might be unclear. Whether the staff members of an agency choose to use the ISAM on an individual or group basis, they should be sure to allow enough time. At a minimum, two to three hours whould be allowed for the first attempt at going through the instrument. The amount of time spent on subsequent analysis and discussion will vary with the agency's purposes in using the ISAM.

Potential Problems

Because the ISAM is designed as a flexible instrument to be used by the staffs of adult education agencies in all of California's diverse program settings, there is the problem that it cannot be "all things to all agencies." It is important, then, that the staff members of each agency reach agreement on the purposes for using the ISAM. As noted in an earlier section, the instrument has both "macro" (agency-wide) uses as well as "micro" (individualized) uses.

If an agency receives a low score such as "1" on a particular item, its staff members need to be aware that they are responsible for interpreting the meaning of such a score within the context of their agency's local priorities. It may well be, for example, that their agency will always have a score of "1" in this particular area because the area does not represent a local priority.

There is also the question of validity of a self-report instrument such as ISAM. It is no surprise that the score which each agency staff reports will vary considerably, with an understandable tendency toward inflation of scores. Such a tendency should be avoided if possible, since inflation defeats one of the major purposes of using the ISAM: program involvement. If agency staff members uniformly assign the score of "5" in all categories, this provides the manager with absolutely no useful information in planning for program improvement. It is more helpful for program staff members using the ISAM to evaluate their program with a critical eye and to assign scores which truly indicate where improvement is needed. In this way, the ISAM may be of true help in identifying the areas in which a program can be improved.

MANAGING THE RECORD-KEEPING FUNCTION

The Manager's Responsibilities

A major component of CBAE implementation is the development of an appropriate and workable record-keeping system. This function is often of greatest concern to program managers and instructional staff. It is the responsibility of the CBAE manager to provide the leadership necessary to ensure that:

- Data-management requirements for the local program are determined
- A process for collecting and recording the needed data (manually and/or computer-based) is developed and implemented
- Staff responsible for collecting and recording the data are identified
- Appropriate record-keeping forms are adapted, developed, duplicated, and distributed
- A comprehensive monitoring system for assessing student progress, tracking student movement through the instructional program, and determining program effectiveness is developed.

Determining Requirements

The requirements of all components of the CBAE program: management, guidance, assessment, and instruction must be considered in determining the scope of the record-keeping function. Though not essential, a computer-managed system can be extremely helpful and cost effective. Several ABE/ESL/VESL programs in the state have developed and/or adapted commercial microcomputer software systems for CBAE record-keeping purposes. Information on prototype systems and record-keeping forms which are being used effectively in many districts can be found in the Appendices O and P of this Handbook. Review and analysis may suggest possibilities for adapting these systems and forms to local-district needs. ABE/ESL/VESL goals and objectives, instructional program design, local staffing, facilities, and resources as well as reporting requirements to the State Department of Education and local boards and advisory committees are considered in determining district record-keeping requirements. Categories of information successful CBAE programs collect include:

- Individual student profiles (educational background, abilities, needs, goals)
- Individual student cumulative records (results of placement and diagnostic tests of basic skills and life-skill competencies, pre/post tests, exit tests)
- Class and program records of progress (ABE/ESL/VESL).

In determining the local district record-keeping design, consider the following questions:

- What information (especially assessment and program evaluation) will be needed?
- How will the information be collected and recorded (questionnaires, forms, computer printouts)?
- What types of information (test scores, narratives, checklists, short answers) will be needed?
- Who will be responsible for collecting the information and when?
- What are the standards for the information to be collected? (See Column 4 of the Student Assessment System Plan charts in the Assessment Section of this Handbook.)
- Who needs the data that are to be collected and in what form will the data be most useful (computer printouts, narrative summary, charts, graphs, record sheets)?

Keep Data Requirements Reasonable

Local data record-keeping requirements should include only data that can be: efficiently collected, analyzed, and used to improve local program effectiveness. As with other components of the CBAE system, it is important to:

- Determine program priorities prior to developing an implementation plan
- Implement the system a step at a time
- Complete each step, working out any problems involved, before embarking on the next.

Details related to the record-keeping functions of the assessment, guidance, instruction, and program evaluation components are explained in each of the appropriate sections of this Handbook.

ALLOCATING FINANCIAL RESOURCES

At first glance, the complexity and size of the task of implementing a CBAE program can appear to be rather staggering. One of the first questions the CBAE program manager will be sure to ask is, "How can we pay for it?" This section cannot find new sources of funds for the manager, but it will review the role which ABE 306 funds are intended to play, and it will suggest potential uses of these funds in support of CBAE, which may stimulate creative thinking about this difficult problem.

ABE 306 Funds - a Supplement to Already Existing Programs

The purpose of the federal ABE 306 funds is to supplement an already-existing program, not to supplant the expenditure of local funds which normally would be used to support the basic operational costs of an adult education program. With this in mind, the program manager whould consider covering basic program costs such as facilities and administrative/certified salaries, out of apportionment and other primary funding sources. The ABE 306 funds would then be available to cover the expenses which a successful CBAE implementation is likely to involve.

Using ABE 306 Funds to Support CBAE Implementation

Supplemental ABE 306 funds can support CBAE in a variety of ways. The following categories of expenditures have been particularly useful for successful CBAE program implementers in California:

- CBAE Instructional Materials

  Through the processes of competency identification and syllabus design discussed elsewhere in this section and in the Instruction section, it is likely that substantial needs for curriculum identification, adaptation, and development will emerge. Many successful CBAE implementers in California have met these needs by using ABE 306 funds to support the identification and purchase of appropriate commercially-available materials. Where such materials are not appropriate for local needs, funds have also been used effectively to adapt existing materials to CBAE focus or to develop completely new materials.

- CBAE Staff Development

  It is clear that successful CBAE implementation cannot occur without staff understanding, involvement, and support at all levels. CBAE programs have found that an ongoing and diverse program of staff development is critical to CBAE program success. (See Staff Development in this section.)

- Employment of Instructional Aides

  Unlike the elementary and high school systems, which frequently use instructional aides, many adult education programs have not been able to use them effectively. The experience of several successful CBAE programs with instructional aides suggests, however, that the use of ABE 306 funds to employ instructional aides can be of great help in CBAE implementation. With training, instructional aides can assist in handling some of the most taxing demands of a CBAE program including: record keeping, individual and small-group instruction, assessment of competency attainment, enrollment and placement in classes, interpretation of unfamiliar cultural concepts, and native-language student feedback for needs assessment and program evaluation.

- The Importance of Long-Term Planning for Financial Resource Allocation

  It should be clear from the preceding and other sections of this Handbook that CBAE implementation is an ongoing, long-term process. It cannot be accomplished in one or two years. Taking such a long-term view has important implications for the planning of financial resource allocation. It means that the CBAE manager and staff can set realistic goals in achievable "chunks" for several one-year periods. The specification of goals for given one-year periods in such important CBAE implementation areas as curriculum, assessment, record keeping, and evaluation can be of tremendous help in targeting the expenditure of available supplemental ABE 306 funds for a given year. Each subsequent year will presumably have a somewhat different focus, and this continuing yearly change in CBAE implementation focus should be reflected in changing budget allocations.

  By projecting the budget over a three-year period, for example, the manager can see what realistically can and cannot be supported each year. It then becomes possible to make decisions according to local community and student needs regarding which aspects of CBAE implementation should have priority.

CULTURAL CONSIDERATIONS

This section discusses several areas of potential cross-cultural misunderstanding which the CBAE program manager should be aware of when planning and implementing a CBAE program.

Be Clear with Learners About What a CBAE Program is - Starting with Recruitment

CBAE is different from other educational approaches in many ways; particularly in the organization of instructional delivery. It is not time-based, but many students will come to the CBAE program with expectations of a time-based curriculum. They will expect to attend for a certain period of time; then to be certified in some way for their accomplishment. A CBAE program may not meet these expectations, with unnecessary confusion as the result.

The manager is responsible for clarifying the nature of the CBAE program from the earliest point of contact with learners, which is usually recruitment. The manager needs to make the effort to state clearly in recruitment materials how CBAE differs from other approaches. Ideally, such materials should be produced in native languages of potential learner groups. The manager may consider consulting instructors who are familiar with learners' English language levels to assure that recruitment materials in English are simple and clear for the ABE/ESL learner.

Once students have been recruited, there is still the need for the CBAE program manager to assure that learners gain adequate knowledge of "how the program works," since the organization of a CBAE program differs so much from that of a traditional educational program with which learners may be more familiar. One brief and hurried orientation session may not be sufficient for learners from diverse cultural backgrounds to gain a clear understanding of how the particular program works. The manager should involve both guidance and instructional staff in developing a clear and appropriate orientation package, presentation, or "mini-course" to impart to students the crucial competency of "getting what they need out of the CBAE program."

Act to Assure Learner Movement Through the Program

A CBAE approach assumes that each learner moves at a different rate through an individually-determined course of instruction in pursuit of the learner's particular real-life goals. If this movement involves leaving one classroom and going to another during the middle of the "semester," the CBAE assumption is that nothing more than a technical switch is involved. This process can, in fact, prove confusing and distressing to some learners who have developed a sense of regard or attachment for classmates or for an instructor.

An early and clear presentation of "how the program works," as suggested in the previous section, can possibly serve to alleviate this kind of misunderstanding. Various programs have developed different successful approaches to this problem, depending on the specific situation. But cross-cultural misunderstanding about learner movement through the program can be a recurring CBAE management problem. Part of its solution lies in the involvement of guidance and instructional staff and aides.

Guidance staff can play a natural role in assuring smooth movement through the program. Instructors can also assist by including curriculum units on how the CBAE program works to assist in resolving misunderstandings. Aides can help by interpreting program structure and philosophy in students' native languages, and by assisting students in performing administrative tasks such as filling out enrollment forms.

Act to Clarify Staff Roles for Learners

Learners from diverse cultural backgrounds may sometimes be unfamiliar with certain staff roles in a CBAE program. The role of "teacher" is most familiar to people from many cultures entering the California adult education system. The role of manager/administrator/coordinator will probably be somewhat familiar, although many learners may expect a level of aloofness in that role which the CBAE program manager will not demonstrate. The staff role which may cause the most misunderstanding for learners unfamiliar with U.S. culture is that of "counselor." Learners may often misinterpret the role of the educational guidance counselor as being primarily focused on psychologocal, emotional, or mental problems.

It is also important that all staff members (managers, guidance counselors, instructors, aides, and support staff) are consistent in who deals with students and on what issues, and that all tell the "same story" to students. To achieve this, it is important for each staff member who has handled an issue in a particular way to pass this information about it to other staff so that students gain a sense of consistency. This is necessary because otherwise, students might expect that if they first receive an answer to a request (such as enrollment in a particular class is full) which they consider to be unsatisfactory, they may seek another answer from another staff member who is of a different rank, sex, or ethnic group. If they learn that there is inconsistency in the implementation of certain program policies, this information will travel quickly, and it will fuel a confusing range of cross-cultural misinterpretations.

Certification and Formal Recognition of Achievement Has Important Symbolic Value in Many Cultures

An important part of CBAE program management is the certification of attainment of competencies. While the actual processes of assessment and certification of competency attainment are crucial, it is also necessary for the CBAE program manager to consider the important symbolic value which the actual certificates of competency attainment in themselves, and the ceremonies (however simple) which may accompany the presentation of certificates, may have for learners from diverse cultural backgrounds. Such certificates may represent the first formal recognition of the "worth" of the learner by any U.S. institution, and can thus have positive power far beyond what the program manager might expect.

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II

ASSESSMENT

Patricia Rickard and Richard Stiles

OVERVIEW

This section focuses on:

- characteristics of acceptable assessment
- steps in setting up a student assessment system
- four components of a student assessment system
- the role of the assessment development team
- the California Adult Student Assessment System (CASAS) and related resources
- cultural considerations in relation to the assessment function.

INTRODUCTION

Traditional assessment practices that were used as indicators of success such as grade-level gains and number of hours of attendance are not applicable to CBAE. Rather than using these norm-referenced points for adult learners, assessment in CBAE certifies attainment of explicitly-stated and agreed-upon outcomes of individual learners as they are placed into programs. Assessment provides data for making sound decisions. Decisions need to be made about:

Students

- Placement into programs
- Day-to-day determination of relevant instruction
- Movement through the program
- Certification of skill and competency attainment

Programs

- Effectiveness of various teaching strategies
- Effectiveness of instructional programs
- Institutional relevance

- Curriculum validity and instructional validity
- Procurement and allocation of resources
- In-service/staff development/personnel needs.

This section considers the student assessment in greater detail as part of a CBAE Assessment Plan. Assessment for program purposes is covered by the Management section under program evaluation.

CHARACTERISTICS OF ACCEPTABLE ASSESSMENT

Accuracy, stability, consistency (reliability) and relevance (validity) are the basic attributes all measurement must possess to be acceptable for use. It is imperative that assessment is reliable, providing clear and consistent pictures of performance. Even though such accuracy is critical, assessment must be relevant with its purpose or function -- placing students, targeting instruction, measuring achievement, certifying competence, or evaluating program effects. Assessment that is painfully accurate but does not yield the kind of information needed, wastes time for the learner, annoys the teacher, and confuses the administrator. On the other hand, when assessment appears to measure what we want addressed but does not do it accurately, faulty judgments and decisions result, such as placing students in inappropriate levels of the program, and denying them access to programs they could actually function in. Legal problems can occur by certifying competence through a pencil-and-paper measure when, in an actual demonstration of the competency, a student might perform acceptably only some of the time. In order for assessment to be acceptable it must be both reliable (accurate, consistent, and stable) and valid (relevant).

STEPS IN SETTING UP A STUDENT ASSESSMENT SYSTEM

Getting Started

Assessment in CBAE must be directly linked to the skills and competencies taught. The skills and competencies taught must relate directly to the educational needs of the adult learners being served. When there is a lack of relationship among what is taught, what is assessed, and what students need, the program loses relevance and credibility with the community and students served. The professional integrity, the relevance, and perceived importance of our programs for funding relies on this inter-relationship. The following steps should be followed in setting up an assessment system:

- Determine the educational needs of the adult populations that are served by the ABE program. (See the Guidance section of this Handbook.)
- Identify the skills and competencies that meet the needs of these adult learners and will enable them to move toward their goals. Cross referencing those skills and competencies to those listed in the CASAS Competency List is helpful in linking the competencies to the assessment system. (See Appendix G.)

- Incorporate these skills and competencies into an integrated curriculum that 1) provides for basic skills and competencies to be introduced at appropriate levels and 2) identifies the sequence and level when competency is expected to be fully demonstrated. This step requires articulation, joint planning, and curriculum development by staff from each program level and among programs. Such coordination is crucial for sequencing of instruction and providing continuity of learning as the student progresses through the program. (See CBAE Curriculum Design in the Instruction section of this Handbook.)

- Identify the curriculum materials and instructional strategies needed to assist the adult learner in attaining the skills and competencies needed to reach specified goals. The CASAS Curriculum Index and Matrix will be helpful in completing this step. (See Appendix H.)

Once these four steps have been accomplished, planning for the assessment system can begin.

Designing the Assessment System

Assessment provides data for making sound decisions. Decisions about students need to be made for:

- Placement in program:

  What program?

  What level?

  What instructional plan?

- Diagnosing student instructional needs and learning style:

  Where should learning start?

  How is the student functioning in basic and life skills?

  How does the student best learn?

- Providing relevant instruction and monitoring progress:

  What competencies has the student already mastered?

  What competencies need to be learned?

  Has the student learned what was taught?

  Is there a need for additional instruction?

- Certifying student's skill and competency attainment:

  Has the student demonstrated mastery of required competencies at the level specified?

Is the student ready to move to the next level?

Is the student ready to exit from the program?

Has the student demonstrated the prerequisite skills and competencies needed to enter a new program?

- Decisions about programs also need to be based on valid and reliable data. These data can be used to:

  Determine the effectiveness of the instructional program

  Determine the effectiveness of various teaching strategies

  Determine curriculum and instructional validity

  Procure and allocate resources

  Determine staff development/personnel needs.

The Management section discusses program evaluation in further detail. In designing relevant assessment for CBAE programs, it is necessary to determine who needs to know what, and when. Assessment must be presented in a timely and understandable manner. The quality of the data collected is determined by its validity and reliability. The quality of decisions made relates directly to the quality of the data on which it is based.

COMPONENTS OF STUDENT ASSESSMENT SYSTEM

The four major components of a CBAE student assessment system are described in detail in Figures A-1, A-2, A-3, and A-4, to assist in planning and implementing a CBAE assessment system. The chart for each component is organized by the decision to be made. For each decision the chart specifies what information needs to be collected, how it is collected, in what format the information is received, who collects it, when it is collected, who receives the information, and who makes the decisions. The last column of each chart outlines the standards for collecting the information.

California Adult Student Assessment System (CASAS)

PLACEMENT

Decisions to be made	Information Needed	How Collected	Type of Information	Who Collects	When Collected	Who makes decisions	Others Needing Information	Decisions Connected with need	Standards for Information Collected
1 Type of Program (ABE) (ESL) (VESL) (Vocational)	-Student Goals (short & long term)	Interview/ Questionnaire	Narrative/ Short answer	Guidance	Program Entry/Intaker	Guidance	Instruction	-Verify Placement	-Interview/questionnaire easy to administer, score & interpret?
	-Student Reason for Entering Program	..	..	..	..			-Develop Individualized Educational Program	-Is information available in a timely manner?
	-Past Educational Experience	..	..	..	..				
		+ Transcripts when available	Years of schooling and type			Guidance	Administration	-Program Planning	-Is information in a usable and understandable form?
	-Past Educational Experience	Interview letters of recommendation	Types & Length of employment	.	..			-Allocation of Resources	-Is all information collected necessary for making placement — (and not just "nice to know" information)?
	-Interests	Interviews	Short answer	..	..				
	-Student Special Needs (Work schedule, time of day, access to program, etc.)	Interviews/ Questionnaire	Narrative/ Short answer	.	..				
2 Level of Program (beginning) (intermediate) (advanced)	-Current Level of Functioning	Placement Tests/ Procedures	Scores/ Short Answers	Guidance	Intake/During Initial Placement	Guidance	Instruction	-Verify Placement	-Are placement tests and and procedures easy to administer, score & interpret?
	-Past Educational Experience	Transcripts/ when available	Years & Type	..	..			-Develop Individualized Instruction Plan	-Does placement procedure take minimal time to administer?
	-Past employment (for vocational/VESL)	Interviews/ Questionnaire	Types & Length of Employment/ short answer	..	..			-Identify Beginning Point of Instruction	-Do the score and placement procedures accurately identify placement levels? (What % over placement/ % under placement?)
							Administration	-Program Planning	-Does content of placement tests generally reflect the instruction with content of the placement options?

Fig. A-1

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California Adult Student Assessment System (CASAS)

INSTRUCTIONAL UNITS ASSESSMENT

Decisions to be made	Information Needed	How Collected	Type of Information	Who Collects	When Collected	Who makes Decisions	Others Needing Information	Decisions Connected	Standards for Information Collected
Do alterations need to be made with the teacher/ learner materials, pacing, presentation modes, use of correctives	To what extent is learner mastering learning outcomes?	-Content Tests -Survey	Scores (analysis of errors made for diagnostics) -Checklists anecdotal comments -Observe log products documents	Instructor	Throughout teaching/ learner process End of units testing etc	Instructor	Student Guidance Management	-Correctives for learning -Knowledge of results to reinforce learning & motivate goal attainment -Change program -Monitoring growth (summary form) -Determining program effects (results in summary form) -Staff development planning -Program Planning -Resource allocation	-Measurement is directly linked with the immediate teaching/learning outcomes in form, substance and level of difficulty -Measurement is accurate in depicting growth -Questions or tasks asked of student are meaningful/ understandable by student -Measurement should be easy to administer, score, record and interpret by both teacher and student -Measurement is more useful if it can relate to a continuum of learning outcomes addressed throughout the different program levels

Fig. A-2

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California Adult Student Assessment System (CASAS)

CERTIFICATION ASSESSMENT

Decisions to be made	Information Needed	How Collected	Type of Information	Who Collects	When Collected	Who makes Decisions	Others Needing Information	Decisions Connected With Need	Standards for Information Collected
Is student qualified to: -move to next program level? -move to different program? -receive credit, credential, or certificate? -master a competency or set of competencies or outcome? -perform certain tasks or jobs?	What level of mastery is student on specified learning competencies or outcomes?	-Content Tests -Observation -Student Products Demonstrations	-Scores -Checklists -Observation records -Products	Instructor (Guidance)	As student demonstrates reliable performance that depicts desired outcomes As student nears mastery	Instructor (Guidance)	Guidance	-Awarding Credit -Awarding Certificate, Credential -Placement into Program -Career Development Counseling -Monitoring Growth -Determining Program effects -Planning -Allocation of Resources	-Measurement is linked (can require transfer of learnings) *intended outcomes of instruction, *prerequisite skills, knowledge, and competencies of the next program level or the next program placement *credentialling or certificating standards- (need only measure at the standard cutting point with limited range of item difficulty), *competency mastery standards/independent learning level (90% correct response), and/ or *actual tasks to complete a performance -Measurement accurately depicts "masters according to cutting point criteria (More than one measure is useful in preventing errors.) on a learning continuum. -Measurement should be easy to administer, score, record, and interpret -Measurement is more useful when it relates to a continuum of mastery.

Fig. A-3

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California Adult Student Assessment System (CASAS)

DIAGNOSTIC ASSESSMENT

Decisions to be made	Information Needed	How Collected	Type of Information	Who Collects	When Collected	Who makes Decisions	Others Needing Information	Decisions Connected With Need	Standards for Information Collected
Where should instruction begin with learner	Student learning strength and weakness relative to program level emphasis including prerequisites	-Diagnostic testing -Survey achievement	Scores (error) analysis helpful) Profiles -Work samples	Instructor	Initial placement	Instructor	Guidance	Reassignment to a more appropriate placement or supplemented tutorials/ resource center, etc. for gaining missing prerequisites	Measurement depicts enabling knowledge and skills of learner that will be used at present program level -Measurement samples range of learner knowledge with respect to outcome sought at program level. -Measurement should have several dimensions that indicate how the student is learning, as well as what has been learned. -Profile of scores with error analysis much more usefule than a single score.

Fig. A-4

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Placement

- Decision

    What program is needed?

        ABE, ESL, VESL, Vocational

    What level of program is appropriate?

        Beginning, Intermediate, Advanced, Pre-Vocational

- Information Needed to Make the Decision

    Student goals

    Past education experience

    Past employment

    Interests

    Special needs

    Current level of functioning

- How is this Collected?

    Interview

    In-take and student profile forms

    Transcripts

    Placement tests and procedures

Accurate placement into programs depends on collecting accurate information. The placement tests and procedures are an essential part of establishing accurate placement. Together with the Student Profile Form (See Appendix P-1) and interview, appropriate placement can be made that is based on the student goals, prior education experience, and current level of functioning. The information gained from placement testing will assist in determining the appropriate beginning level of instruction. The content of the tests and mode of assignment (listening, speaking, reading, writing) should generally reflect the content and mode of instruction at each program level. It is important that the placement tests are easy to administer, score, and interpret; that the results are immediately available; and a minimal amount of time is needed to administer the testing. When implementing new placement procedures, it is important to verify that placement testing and procedures are accurately identifying placement levels. For more information on Designing Tests see the CASAS Item Bank User's Manual.

Diagnostic Assessment

Once the student is accurately placed into an appropriate program level, more in-depth information is needed by the instructor to determine where instruction should begin and to identify learning strengths and weaknesses in relation to student goals and curriculum emphasis, including prerequisite skills and competencies. The information gained from the diagnostic assessment will assist the instructor in setting up a learning plan for each student.

Diagnostic testing that provides an item or error analysis is more helpful than a single score. Ideally, diagnostic testing measures the enabling knowledges and skills that will be used at the present program level, samples a range of knowledge with respect to outcomes sought, provides several indications of what has been learned, and gives a profile of scores with error analysis. The instructor uses this information to design a learning program, and identify supplemental resources needed, such as tutoring or referral to a learning resource center.

Instructional Unit Assessment

After the student has been appropriately placed into a program and a learning plan based on a diagnosis of strengths and weaknesses in relation to learning outcomes has been established, instruction begins. On-going monitoring of student learning is essential in a competency-based program. As the student progresses through the program, the instructor needs to know to what extent the student is mastering the learning. Do changes need to be made in materials, pacing, presentation modes, correctives?

The assessment in the classroom is directly linked with the immediate teaching/learning outcomes in form, substance, and level of difficulty. The questions or tasks asked of students are meaningful and understandable by the student. The assessment is easy to administer, score, record, and interpret by both teacher and student. It is more meaningful if it can relate to a continuum of learning outcomes addressed throughout the different program levels. The classroom assessment may be collected through teacher-designed content tests, survey achievement tests, observation, student demonstration, and work samples.

Certification Assessment

As the student progresses through the program, information is needed on the student's level of mastery on specified competencies or learning outcomes. Decisions need to be made to move students to the next program level or different program; to award credit, credentials, or certificates; to perform certain jobs or tasks; and to master a competency or set of competencies. Assessment for the purpose of certification requires that the measurement is linked to

- The intended outcomes of instruction
- Credentialing or certificating standards

- Competency mastery standards and/or

- Actual tasks to complete a performance.

Alternative modes of assessment are provided as appropriate, and the student is provided with repeated opportunities to demonstrate competency.

Setting standards for certification is addressed in the Technical Assistance Guide (California State Department of Education, 1978). Designing certification tests for moving students to the next program level or exiting from an ABE or ESL program is included in a DNAE Workshop on CASAS Test Construction Using an Item Bank.

Whom, When, and How Often to Test

Whom to test, when to test, and how often to test are determined by the purpose of testing in a competency-based program. Most CBAE programs accept students into the program at any time during the year. Placement testing takes place throughout the year as students enter the program. Classroom testing is designed to provide on-going information to the student and teacher and occurs before, during, and after each instructional module. The frequency of testing depends on how quickly the student progresses through and masters the skills and competencies at each program level. The monitoring of student progress or achievement through the program can be scheduled for specific time periods during the year for all classes or can be designed to measure the growth of an individual student after a designated number of hours of instruction. The State requires that at least a representative sampling of students in 306 programs be pre-tested and post-tested during the first semester of each year. The forms to use include the ABE Class Questionnaire and ABE Class Test Record Sheet. (See Appendix P.6 in the Record Keeping section for samples of the required State forms.)

The pre-test should be given as soon as possible after the student enters the program and before a significant amount of instruction has occurred. The posttest should be given after approximately 100 hours of instruction. Individual programs may have additional assessment needs. Monitoring of achievement may occur after 100, 200, and 300 hours of instruction, or after a significant change has been made in teaching, such as a change in teacher, method, or materials.

Data collected can yield additional information to answer questions such as: Is the student continuing to progress at the same rate? Is the student retaining the skills and competencies over a period of time, or does reteaching or review of certain skills and competencies need to take place, and is this reteaching effort effective? Are students placed at the appropriate level of instruction?

THE ROLE OF THE ASSESSMENT DEVELOPMENT TEAM

A team effort is required in developing and implementing an assessment system that meets the needs of all programs and levels. The committee may be comprised of the following members depending on the size and needs of the program:

- One or more teachers from each program level
- Coordinator for the program or department chair
- Personnel performing the guidance function
- Program administrator.

In smaller programs, one person may perform several of these functions. Members of the team should be selected for their knowledge of curriculum and instruction at given program levels, experience in working with the adults served by their program, and knowledge of typical adult performance at a given program level. Special committees can be formed to develop tests for a given level, but the placement procedures, achievement tests, and certification tests need to be reviewed by the team as a whole to insure an assessment continuum that reflects the entire program. The team will:

- Develop and review assessment specifications for each component of the system
- Make recommendations on standards
- Make recommendations for implementation.

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM (CASAS)

Major Goals

CASAS has been developed to meet five major goals to:

- Provide effective assessment for correct placement of adult students into programs from beginning through advanced levels of ABE, ESL, and vocational programs
- Measure student achievement in a CBAE program
- Target day-to-day relevant instruction
- Certify attainment of competencies required for local certification programs
- Provide materials and procedures that are adaptable to a variety of educational settings and linked to competency-based curriculum goals and instructional programs.

CASAS represents the collaborative efforts of adult educators representing more than 40 districts and agencies in California during a three-year period, the California State Department of Education, and also representatives from five other states.

This CASAS Consortium effort, coordinated by the San Diego Community College District, has developed an assessment model that addresses the assessment flexibility for local programs to design assessment that measures locally defined competencies and learning outcomes, yet provides a framework for common articulation across districts and agencies. This Consortium model utilizes the resources and expertise of many districts and agencies. This cooperative effort has provided a comprehensive, built-in adaptability, and resulted in the development of an assessment system that is directly linked to the curriculum continuum and is relevant for the adult populations served by these programs.

CASAS Item Bank

An essential component of the CASAS system is a bank of test items that directly reflect the CASAS Competency statements through a range of difficulty. This enables agencies to have a local scale with meaning beyond the agency boundary.

The scale is developed by selecting items from the bank which measure precisely the competencies in the curriculum at appropriate levels of difficulty. The items have been developed by adult educators with specialized training and field-tested extensively with adult populations.

Assessment Linkage to Curriculum and Instruction

Since implementation of competency-based programs requires that assessment be designed to relate directly to the curriculum and instruction, the CASAS Consortium has identified a core of common competencies that are included in ESL, ABE, and vocational programs of each agency. Curriculum materials have been identified that provide a life-skills content and are related to this common core of competencies. Linkages with competency-based high school completion programs have been established, and materials developed that focus on how to design and implement a competency-based curriculum. The Management section of this Handbook provides a general description of the implementation process. Appendices G and H provide references for other materials relevant to competency-based curriculum design.

CASAS System/Clearinghouse

CASAS provides a systems approach to support CBAE programs. In addition to the assessment materials that have been developed by the CASAS Consortium, additional assessment practices and materials are identified that can be incorporated to provide a comprehensive assessment program for agencies implementing competency-based programs. Computerized data management, curriculum management, and item bank management are being incorporated into the system. CASAS provides support services, training, and assessment materials for agencies implementing CBAE programs.

Alternative Assessment Measures

The item bank concept is not limited to multiple-choice, pen-and-paper, reading, and math test items but can include listening, writing, and other ways

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to assess as well. Currently, listening items are available in the Item Bank. Direct assessment of samples of writing are a preferable way to demonstrate attainment of certain competencies such as filling out forms. Observations, demonstrations, simulations, documents, or products are examples of other alternative assessment measures of competency assessment. Strategies for incorporating alternative assessment measures into an assessment system are covered in more detail in the CASAS Item Bank User's Manual. (See source citation on p.

CULTURAL CONSIDERATIONS IN TESTING

Format

The multiple-choice test format is not used in many countries, and native-language speaking students often have minimal test-taking skills. To be sure that the examiner is not testing the ability to take a test, students should be given practice with the format of the test prior to a testing situation. Using sample tests to allow students to become familiar with the testing format well in advance of the test is helpful.

Native Language

The use of the students' native language (oral or written) to prepare them for the testing experience by explaining the concepts as well as the procedures of the testing process can be advantageous for a Limited English Proficient (LEP) population, but only if all students speak and read the same language. If all students do not speak and read the same native language, then use of the native language should be avoided and only English used.

Creating a Test Atmosphere

ESL and ABE classes tend to be informal, and teachers often encourage more proficient students to help their less proficient peers. Often students do not recognize the difference between a testing and teaching situation. What is called "cheating" is usually simply part of the cooperation pattern in some cultures. Teacher-made tests can be used to help students learn the appropriate behavior for testing situations.

LEP students may not understand the secure nature of standardized tests. They want to take the tests home to study and share with family and friends. Test administrators must be especially aware of these factors when testing LEP students.

It is helpful to spend time explaining the concept of pre-testing and posttesting and how the results will be used to help the students reach their goals. Stress that individual results will be shared privately.

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III

GUIDANCE

Pat Johns and Cuba Miller

OVERVIEW

This section focuses on:

- the functions and tasks of guidance personnel in CBAE; assessment for intake, tracking, and certification
- CBAE guidance within the context of the State framework of guidance programs in California public schools; educational, personal, social, and career development
- guidance activities to enhance student attainment of life-skill competencies; counseling to competencies
- cultural considerations in relation to the guidance function.

CBAE GUIDANCE COMPONENTS: TASKS

CBAE requires accurate assessment for intake, tracking, and certification of students as shown in Table 1.

Intake

The personnel responsibilities for guidance functions will:

- Determine student profile

  Sample student profiles appear in the record-keeping section (Appendix P.1). The purpose of the student profile is to gather information on the student's background which will be helpful in planning a course of study to meet the student's needs/goals. In developing a profile for a local program it is helpful to consider the following questions:

  1. What information is needed?
  2. Who needs it? Why?
  3. Who will collect the information? When?
  4. How will the information be disseminated to those who need it?

GUIDANCE

CBAE GUIDANCE COMPONENTS		WHO DOES WHAT?			
CBAE GUIDANCE PROGRAMS PROVIDE:	PERSONNEL RESPONSIBLE FOR GUIDANCE FUNCTIONS WILL:	MAY BE PERFORMED BY:			COMPARABLE TASKS IN 7 - 12 SYSTEM
		Counselors	Coord. or Teachers	Aides/ Clerical	
Intake Tasks Proper assessment for placement into program based on student goals/ needs and present skill/ competency level	• Determine student's profile of goals, needs, and competencies	X	X	X	Registration and scheduling of classes; checking pre-requisites for courses; planning for graduation; and post-secondary goals
	• Place students into program accurately	X	X	X	
Tracking Tasks Progression of student through program toward goal based on assessed competency level	• Complete pre/post assessment of student achievement	X	X		Class and school testing program; teacher records; permanent record system; grades, credit, AB65 requirements; graduation checks
	• Move students to higher level based on achievement and re-assessment	X	X	X	
	• Monitor and record progress (record-keeping system)	X	X	X	
Certification Tasks Certification of achievements and/or exit certification based on criterion-referenced assessment	• Document student competency	X	X	X	Certification for graduation based on all requirements; diploma awarded

Fig. G-1

It is best to keep the general student profile as simple as possible to meet placement needs. If other school personnel need more specific information, it can be gathered by those persons for their needs.

- Place students into program accurately

Placement according to student goals/needs and skill/competency levels presupposes that the local program has more than one section/level per type of class (ABE/ESL/VESL) and thus applies primarily to medium and large sized programs. However, these goals/needs/skills do have implications for program development/curriculum in small schools with single sections.

Placement is ideally based on locally developed placement tests and procedures geared to the local curriculum. These tests may be administered in groups which is most likely at the beginning of school terms, or individually as students enter. They may be written or oral. If at all possible, ESL placement should involve an assessment of oral and listening skills; if large numbers at the beginning of terms prevent individual assessment, the likelihood of misplacement increases and adjustments have to be made later. Assessment of both basic and life skills should be a part of placement procedures.

If procedures and instruments for intake are carefully prepared, they can be administered by anyone who has received training in their use. The personnel responsible for the guidance function plan and conduct that training. (See Training Session Agenda in Appendix I.)

Coordinators or teachers are the appropriate personnel to determine standards for placement in any given level of instruction. Whether there is a central intake unit staffed with counselors/paraprofessionals or whether intake is handled at the classroom site(s) by teachers/aides is determined by the staffing and logistics of the individual adult education agencies.

Tracking

Tracking falls into two categories: instructional and program. Monitoring competency attainment within a level is the responsibility of the instructor. Program tracking is the responsibility of those persons performing the guidance function.

The personnel responsible for guidance functions will:

- Complete pre/post assessment of student achievement. For Section 306 agencies, tracking includes the CASAS pre/post testing for State reporting purposes. Program tracking also includes pre/post assessment for program evaluations; for this purpose other instruments, in addition to CASAS, could be used.

- Move students to higher level based on achievement and reassessment. Program tracking also involves the movement of students from one level to the next or from one program to another (for example, ESL to vocational), based on instructor certification of level competency attainment. This, then, requires a new class placement.

- Monitor and record progress through a record-keeping system. Program tracking requires a cumulative record which follows the student or is maintained in central files. A sample cumulative record sheet is in the record-keeping section (Appendix P.3). The student profile, with its background information, goals, initial assessment, and placement could be printed on the reverse side, if the records are to be maintained by the instructor. If central files are maintained, both could be placed in a student folder along with other pertinent information which school personnel may want. In any event, the recording of exit from a given level indicates that competencies for that level have been certified.

  Microcomputer software programs are being developed to facilitate record keeping for both instructional and program purposes. (See Appendix O.).

Certification

The personnel responsible for guidance functions will document student competency. In simple terms, this is a record that attests to student achievement. It may be a level-completion certificate; it may certify that the student has the skills for entry-level employment or job training; it may be certification that the student is ready to start work on a high school diploma. If the certificate is from a CBAE program, it means that the specific skills have been properly assessed and certified, and that the student is competent to perform clearly defined tasks. It provides accountability for the school and credibility to the student as the next stage of educational, personal, social, or career development is begun.

CBAE GUIDANCE COMPONENTS: PERSONNEL - WHO DOES WHAT?

Some adult education agencies are staffed with credentialed counselors who are fully responsible for the guidance program. Some agencies have credentialed counselors who perform some of the guidance functions, but who, in reality, are used much of the time as quasi-administrators. Some agencies have no credentialed counselors. But the tasks which fall under the guidance function do take place in any setting. One way or another, students get registered and get into class. If the agency has a 306 grant, State required pre/post testing gets done, and results are reported. Without an organized guidance program intake, tracking, and certification may be haphazard or, in some cases, missing. This need not be the case.

It is desirable to have a credentialed counselor to organize the guidance component and train the instructors and classified staff who may, of necessity, have to carry out the guidance-related tasks. If a counselor is not available, the program administrator can assume those duties or assign another person (coordinator, instructor, paraprofessional) to do so. It is important, however, for persons performing guidance tasks to have training; an example of a training session agenda is in Appendix I.

GUIDANCE PROGRAMS AND CBAE

Educational, personal, social, and career development are key elements to any guidance program, as identified in Guidelines for Developing Comprehensive Guidance Programs in California Public Schools: Kindergarten through Adult School (CA SDE, 1981, p.3). The level and type of implementation varies only with the age and development of the student and the context of the educational setting. They are as applicable to adults as they are to the rest of the school population and are fully compatible with CBAE.

Education development can be defined as developing the skills (speaking, listening, reading, writing, and computation) which allow the student to make maximum use of learning opportunities leading to self-sufficiency. There is no better way of developing these skills than through the accurate assessment for profiling, placing, tracking, and certifying students as described earlier in this section.

Personal development can be defined as "achieving an integrated and personally satisfying set of attitudes concerning self" including the understanding of one's values and their relationship to one's physical and mental well-being, decision-making skills, and personal responsibilities. These are directly related to CASAS competencies 3.4, 3.5 (health) and their sub-parts.

Social development can be defined as learning group responsibility, including movement from concern for self to becoming effective family and community members, knowledge of and respect for individual and group differences, and feelings of adequacy in relating to others. These are directly related to CASAS competencies 2.5 (community resources), 3.5 (health), and their sub-parts.

Career development can be defined as fostering an awareness of career opportunities and options in relation to personal interests and abilities, including assessment of those interests and abilities, identification of sources of job information, identification of training opportunities and requirements, and development of job-seeking techniques. These are directly related to CASAS competency 4.1 (occupational knowledge) and its sub-parts.

Inherent in the ability to deliver these services are:

- Knowledge about/understanding of the make-up of the student body
- Resources available in the school and community
- Involvement at some level of all available staff.

A guidance program for CBAE has the same elements as any comprehensive guidance system. The students, the context, and the terminology in adult education may differ in degree from the youth program; however, the goals remain essentially the same.

COUNSELING TO COMPETENCIES

The guidance role in educational development is discussed in the first part of this section. The current shortage of credentialed counselors in adult education agencies precludes extensive individual counseling to assist students in their personal, social, and career development. Fortunately, these areas lend themselves to group work and can be handled in the classroom as group guidance by a counselor or as instructional units by a teacher.

To enhance personal, social, and career development, guidance personnel:

- Ensure that guidance-related competencies are included in the local curriculum.
- Identify community resources pertinent to guidance activities. (Each county has a directory of human resources to facilitate this; contact the local Department of Social Services for information on obtaining one.).
- Assemble and provide resources suitable for group guidance activities.
- Conduct group guidance activities in the classroom. (This is dependent upon local staffing and job descriptions.)
- Train instructors, if needed, to present instructional material related to guidance. (Counselors are trained to deal with vocational and mental health issues, whereas not all teachers are comfortable handling these subjects.)
- Secure outside speakers for classes on topics such as mental health, parenting, and vocational opportunities, or provide instructors with information on resource speakers.
- Make student referrals to community agencies when the school does not have the resources to provide assistance.

Use of appropriate materials and resources in these or similar activities assists the student in achieving the outcomes identified in the areas of personal, social, and career development.

Personal development outcomes include:

- A positive attitude toward self, a sense of self-worth and dignity
- An understanding of one's values and how values relate to life styles and physical and mental well-being
- An ability to make choices about one's life

- Decision-making skills
- Personal responsibility and self-discipline.

Social development outcomes include:

- A knowledge of and respect for individual differences in values, interests, attitudes, and backgrounds
- Feelings of adequacy in relating to others such as family, peers, and community.

Career development outcomes include:

- A positive attitude toward work and appreciation of its contribution to self-fulfillment and society
- An awareness of career and training opportunities, options, and requirements in relation to personal aptitudes, interests, and abilities
- Formulation of a plan to reach career goals.

Most of the outcomes listed above have already been identified as desirable student competencies. Specifically, the CASAS competencies, embedded in the life-skill curriculum, which relate directly to the guidance areas are found under 2.5 (community resources) and its sub-parts, 3.4, 3.5 (health) and their sub-parts, and 4.1 (occupational knowledge) and its sub-parts. The abbreviated list of CASAS competencies for guidance is in Appendix J (Counseling to Competencies).

Instructional materials for these competencies can be located in the CASAS Curriculum Index and Matrix (See Appendix H). In addition, a simplified matrix, "ABE/ESL Materials Related to Life-Skills Competencies Identified for the Guidance Strand", is in Appendix K. The latter matrix is illustrative rather than prescriptive; there is a wealth of published materials in the area of health and occupational knowledge.

CULTURAL CONSIDERATIONS FOR GUIDANCE PERSONNEL

The United States is a multi-cultural society. Thirty percent of California's population is composed of minority ethnic/language groups. The course offerings of adult education agencies concentrate these populations with their diverse cultural expectations into a smaller community. It is essential that all staff members be aware of and sensitive to the feelings and cultural values of a varied student body. This need is especially acute for personnel having initial contact with students. Educators must acknowledge the fact that all students do not approach the educational process with similar expectations regarding the role responsibilities of teachers, counselors, and students.

One major responsibility of guidance personnel is to place students quickly and accurately into a program. Potential students familiar with

United States culture expect (or at least tolerate) some form of initial assessment, but standardized testing procedures may be perceived as meaningless or threatening by students from some cultures. Following is a listing of BASIC areas for staff awareness of potential cultural differences in expectations which may occur during the intake process.

Specific cultural awareness training should be provided for all staff concerning the major ethnic populations of the local district or community. Previous 310 projects have trained personnel in cross-cultural awareness presentations. Counselors should assemble information pertinent to the major ethnic groups of the local populations. As examples, instructional materials relating to cultural differences are included in the guidance and cultural materials matrices in Appendices K and L.

Eight areas of cultural awareness especially important to guidance personnel can be identified:

The Student's Expectations of the Learning Environment

A major goal of guidance personnel is to help students develop realistic expectations of the learning environment provided for adults. This step is critical when students are not familiar with a CBAE approach as students frequently anticipate a time based, formal classroom organization. It may be helpful to explain to students that course completion depends upon their performance not on the length of time spent in the class, and active student participation and involvement is expected in class settings. Maybe explaining the responsibility and role of the learner in a CBAE approach can avoid a high attrition rate after staff time is expended upon the intake/placement process.

The Student's Concept of the Role of Counselor

The total staff should recognize that not all students may intuitively consider the educational counseling role to be supportive and non-threatening. Students may have no previous experience with a counselor or they may equate the role with a person who works with people with mental problems. It is possible that a well-intentioned suggestion to see the counselor could be viewed with suspicion or fear. Also, some students tend to develop a strong dependency upon the counselor and expect that person to solve their problems. Guidance personnel should emphasize the helping role of counselor as giving assistance to aid students in gaining or regaining the control of their own lives. If necessary, take time to ensure students view the counselor or guidance personnel as providing the appropriate services discussed previously.

Language Considerations

- "Yes" does not always mean "yes". ESL students may give verbal and silent communications that they understand questions or directives when no meaning is actually being communicated. It is often easier to indicate agreement than it is to cope with a new concept in an unfamiliar language. It may help to remind staff of this. Try to verify student understanding by stating questions which require an explanation for an answer rather than a simple "yes" or "no." For example, instead of asking "Do you understand_________?" phrase the question to use a "who," "what," "where," or "why." The reflective listening technique of rephrasing a student's answer to clarify understanding is also effective.

- Limited English-speaking does not mean hard-of-hearing. It is a natural tendency for people to get frustrated and raise their voices when they are not understood. Speaking in a loud voice really does not communicate meaning more effectively than does a normal conversational tone.
- Complex ideas do not need complex language. Staff members need to be aware of the complexity of language structures they use. It is extremely difficult to comprehend and follow numerous sequential steps. Often directions to the Level 1 ESL classroom fall into this category. It is much more effective to break a long complicated direction into discrete steps. This applies equally to written or oral communications. Also, idiomatic and slang terms used to converse with native English speakers are usually not appropriate usage with ESL students (Doherty, 1983).

Limited English-Speaking Ability is Not Lack of Learning Ability

Staff members, and other adult education students, not directly concerned with ABE or ESL classes may need reminding that an inability to speak English need not be equated with an inability to learn. ALL adults can and do learn.

Privacy of Individual Student

A majority of adults are willing to share information about their backgrounds when they recognize the data is needed to plan their educational program. Conversely, many people respond with incomplete, inaccurate, or misleading information if they do not understand the reason for gathering the data. Students from some cultures may misinterpret the reason for note taking by guidance personnel during the intake interview process. Accurate data is essential for placement; ensure the students' cooperation by letting them know that the information is only for educational programming use.

All staff members need to be sensitive to the feelings of individual students and provide feedback on assessment or testing, and conduct discussions of personal matters in as private a setting as possible.

Emotional Effects of Culture Adjustment

Many ESL students have recently arrived in the United States; they may be experiencing some degree of culture shock. Guidance personnel can perform a valuable service by helping students understand the similarities and differences of their new and home cultures. It may be helpful to acknowledge the students' fears, worries, and loneliness associated with moving to a new country. Some individuals are relieved to discover that others have had similar experiences. Personnel need to be constantly aware of the depth and strength of emotions that can arise during such discussions. It is a Western idea that problems or feelings need to be "talked out." Various adjustment processes may be evident to staff members; those students who can and those who cannot return to their home countries, cultures and families may react differently to the staff, school, and community. Some students may need additional support in establishing and exerting some control over their current lives (Gomez, 1983).

Student Perception of the Role of Women

Guidance personnel need to consider at least two main areas: student-staff and student-student perceptions. In the student-staff area, the United States custom of having women, as well as men, in decision-making positions is unfamiliar to students from some other cultures. These students may ignore an "unfavorable" decision made by a woman and seek a male authority for a more favorable opinion. Also, some students may not acknowledge the responsible role classified or secretarial staffs fulfill in many agencies. Staff awareness of these attitudes and clearly-defined areas of responsibility and authority can be effective in dealing with this problem.

In the student-student area, cultural perceptions of the woman's role can be evident during intake/placement and in class settings. At times when a husband and wife enroll in a program together, the woman may intentionally score lower than her current skill level to avoid being placed in a program above her husband. In this situation, it may be difficult for the wife to progress as quickly as possible through a CBAE program. In the classroom, instructors may find men, especially older ones from some cultures, expecting to be treated with deference by the female students. Such situations do require a great amount of tact on the part of all staff members.

Cultural Concepts of Time

Western industrialized societies place a great amount of importance on time. Appointments are made for specific times, classes are scheduled to start at specific times, and employees are expected to start and end work at specific times. Other cultures may think of time in blocks of days, months, or seasons. ESL students new to this country sometimes cause irritation by missing appointments or showing up at inappropriate times. To help students, guidance personnel could explain cultural concepts of time by comparing and contrasting the importance of time in U.S. culture and student's home culture. Examples from the English language, such as "time is money," could be offered which help emphasize the importance of time. Personnel also need to be aware that cultures assign a different value to time in different settings. In U.S. culture, "being on time" is more flexible in social settings than in meeting business appointments. Students can be asked to describe how their home cultures value time in business and social settings. This could offer the counselor the opportunity to compare the student's description to U.S. customs.

SUMMARY

A guidance program for adults contains the same basic elements as are found in guidance programs for any level of education. A CBAE guidance program establishes a plan for educational development by providing accurate assessment for placement and movement through the program, and for certification of student achievement. It provides for personal, social, and career development by 1) including related competencies in the curriculum and 2) providing the materials, resources, and activities which enhance student growth in those areas.

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IV

INSTRUCTION

Holda Dorsey, Lynn Savage and Aryola Taylor

OVERVIEW

This section focuses on:

- competency-based adult education (CBAE) curriculum design
- the relationship between assessment and CBAE instruction
- CBAE record-keeping forms
- selection and adaptation of instructional materials for CBAE
- specific suggestions for CBAE teaching in the areas of ABE, ESL, and VESL
- cultural considerations in CBAE instruction.

INTRODUCTION

Central to the instructional section are concepts of basic or enabling skills and life skills. Basic skills refers to listening, speaking, reading, writing, and computation as well as the linguistic skills such as grammar, pronunciation, and conversation traditionally taught in ESL and VESL classes. Life skills apply basic skills to every day situations. Basic skills are not a goal in themselves, but rather enable students to achieve life-skill competencies; therefore, basic skills are sometimes called enabling skills.

This application of basic as enabling skills gives competency-based education special meaning for adults. It does not leave to chance whether or not students can actually use their enabling skills. The integration of these skills is the heart of CBAE instruction.

CBAE CURRICULUM DESIGN

Once a comprehensive list of life-skill competencies has been compiled, appropriate levels of instruction for each life-skill competency need to be determined. Determining the enabling skills needed in order to master the life-skill competency assists in this process.

HACIENDA LA PUENTE U.S.D.

Competency-Based Adult Education --CASAS Life-Skills Competencies	Level A	Level B	Level C
Part I - Consumer Economics			
1.1 Weights and Measures			
1. Interpret recipes	D	T	D
2. Use the English and Metric System	D	N	D
3. Interpret maps and graphs	D	D	D
4. Compute measurements	D	N	D
5. Interpret temperatures	D	N	D
6. Coins and currency	D	T	D
7. Interpret product container sizes	D	T	D
8. Compute averages	N	N	D
9. Interpret clothing sizes	D	T	D
1.2 Comparison Shopping			
1. Interpret advertisements to select the best buys	T	D	T
2. Compare price and/or quality for best buys	N	D	T
3. Compute discounts	N	T	T
4. Compute unit pricing	N	T	T
1.3 Purchasing Methods			
1. Compare cash,check,moneyorders,charge, and/or lay-away	T	T	T
2. Credit, its cost and/or consumer responsibility	T	T	T
3. Different methods of financing	N	N	T
4. Use catalogs	N	N	T
1.4 Housing Needs			
1. Different kinds of housing	D	T	T
2. Interpret classified ads to locate housing	T	D	D
3. Interpret rental agreements	N	N	D
4. Ways to obtain housing utilities	T	T	T
5. Interpret housing laws including tenant rights	N	N	T
6. Housing loans and home related insurance	N	N	T
7. Home maintenance	T	T	T
8. Home theft and/or fire prevention measures	T	D	D

Code: T = touch on
D = in depth
N = not at this level

Fig. I-1

One way to level a life-skill competency is to set it in a continuum, that is, introduce it at one level, teach it at the next level, and review it at the third level. Another way is to teach different components of a life-skill competency at different levels of instruction. A chart such as that in Fig. I-1 may assist instructors in identifying the level of instruction for each life-skill competency.

All members of the instructional unit should be involved in leveling competencies. The purpose of this involvement is to assure continuity throughout the program, to check that all identified life skills are included, and to determine who is responsible for teaching which life-skill competencies while developing the enabling skills necessary to perform them. This can be done in several ways:

- The program coordinator suggests which level of instruction should include each life skill, and the teachers react, discuss, and agree on a level.
- The curriculum developer organizes the life skills for each level of instruction, and the teachers react, give input, and reach agreement.
- Representative teachers from each program level work as a team to decide on the appropriate level for each competency.

RELATIONSHIP BETWEEN ASSESSMENT AND CBAE INSTRUCTION

Determining Course Content Through Intake/Placement Assessment of Students

- Assessment of Students

  Assessment instruments used for intake/placement are also used to indicate areas of strength and weakness for individual students. These findings should be available to instructors immediately.

  The kind of assessment instrument used for intake/placement determines the kind of information available. The instruments most often used measure basic enabling skills in a specific area; such instruments include reading tests, math tests, grammar tests, and oral interviews.

  From student placement, instructors can draw general conclusions similar to the following:

  1. "Susan reads at a given level."
  2. "Hien's knowledge of grammatical structures is at the beginning level of ESL."
  3. "Rosa's aural/oral language skills are at the intermediate level of ESL."
  4. "James is here because his goal is employment."

In addition to providing such general information, assessment instruments used for intake/placement give instructors more specific information. (See Placement and Diagnostic Charts in Assessment Section,pp.A-5, A-6, A-11, and A-12.) For example, assessment of reading provides information about strengths and weaknesses in the areas of word attack skills, vocabulary development, and comprehension (locating main ideas, identifying supporting ideas, and making inferences). Assessment of grammar provides information about which grammatical structures students produce correctly, which they recognize but do not produce correctly, and which they do not recognize.

Assessment through an oral interview provides information about speaking and listening skills. In the area of speaking, assessment reveals the students' degree of fluency (for example, monosyllabic response, response with incorrect word order, response with correct word order); the students' degree of accuracy in pronunciation (for example, phonemes, intonation, pitch); the students' control of grammatical structures (for example, simple structures only, both simple and complex structures, correct word order, incorrect word order but understandable, word order so jumbled it is not understandable).

In the area of listening skills, an oral interview tells the students' level of listening complexity (for example, simple or complex structures, directions of one step, two to four steps, more than four steps), and the students' rate of listening fluency (for example, no response, response after repetition or rephrasing, immediate response).

In CBAE, assessment of student goals divides reasons for studying into survival, vocational, and academic purposes. Instruction must meet the needs of students with each of these goals. If the placement process has not determined the students' reasons for studying, it is the responsibility of instructors to determine student goals. See the Student Profile in Appendix P.1 for a sample of a form to determine student goals. Information from such a form is useful in grouping students for specific learning activities.

Next, a questionnaire within each goal area provides specific information. In the survival area, the questionnaire identifies the specific survival life skills which interest the students (for example, use of public transportation, communication with child's teacher, purchase of groceries). In the vocational area, the questionnaire identifies previous experiences and training; vocations which students want to pursue (for example, auto mechanic, nurse's aide, typist); and the immediate goal is to get additional training, to get a job or to advance on the job. In the academic area, the questionnaire identifies students' academic goals (for example, GED, high school diploma, entrance into college).

In CBAE, if intake/assessment instruments only measure basic/enabling skills, instructors must determine the relevance of specific life skills. This may be done in one of several ways:

- To get large-group consensus, instructors may read a list of specific life-skill competencies and have students show hands if relevant to them.

- To get small-group consensus, the instructors may write each life-skill competency on a 3/5 card and have small groups place the cards in order of importance to them.

- To get individual opinions, the instructors may develop a questionnaire listing life-skill competencies and have individual students rank order them. (For example, see Fig. I-2.)

To determine the relevance of specific life skills with limited English speakers, use of the students' first language is effective. This may be done through written questionnaires or through support personnel fluent in the students' first language.

Instructors can compare the results from intake/placement instruments with their instructional syllabuses to determine which areas to teach and which to leave out, which areas to emphasize and give more time, and which areas not to emphasize and therefore give less time.

Adjusting Instructional Units Through Pre/Post Assessment of Students

Instructional units should be assessed according to their relevance and timeliness for students. The students' need and past experiences must also be considered.

- Assessment of relevance and timeliness

  Relevance means whether the life-skills competency is wanted by the students; timeliness, how soon they will use it. Assessment of these is usually done in an informal manner. For example, determining relevance of a unit on obtaining a driver's license would require instructors to find out which students know how to drive and plan to acquire a vehicle, and which students do not know how to drive and rely on public transportation. For another example, determining relevance in a unit on grocery shopping would require the instructor to find out which students live in their own ethnic community and shop at the local store where they do not have to use English to function, and which students live in a community where they need English to shop.

  An example of determining timeliness is how to fill out a job application at the time that students are in the process of looking for jobs.

HACIENDA LA PUENTE H.S.D.
La Puente Valley Adult Schools
ADULT BASIC EDUCATION

Student Curriculum Evaluation	I'm not interested	I don't know it, but I want to learn it	I know a little but I want to learn more	I already know it
SHOPPING				
1. How to weigh or measure things, using inches, feet, yards, pounds, ounces, pints, quarts, etc.				
2. How to understand advertising and find the best things to buy for less money				
3. How to pay using cash, check, money order, charge, lay away, and catalogs				
4. How to find a house or apartment and how to take care of it				
5. How to spend money carefully				
6. How to understand bills				
7. How to understand food package labels				
8. How to get a refund for something I want to return to the store				
9. How to use and take care of the things I buy				
10. How to use the bank				
11. How to buy and use a car				
COMMUNITY				
12. How to use the telephone and telephone book				
13. How to understand maps				
14. How to take the bus or take an airplane				
15. How to understand the clock and the calendar				

Fig. I-2

- Assessment of Need

  Two ways of conducting a needs assessment in the classroom are paper-and-pencil test and an oral survey. This assessment determines students' specific needs within the life skills selected. For example, if the students want driver's licenses, instructors need to find out if the students can fill out the application form, if they can read the test, and if they can answer questions appropriately. If students shop in an English-speaking community, the instructors need to find out if they can ask for what they need and if they can follow directions to find what they are looking for.

- Assessment of Past Experiences

  This kind of assessment is most often done during the instructional time in an informal manner and can be used as a stimulus for classroom instruction by reenacting an experience and analyzing it. For example, at the time of teaching "how to get a driver's license," instructors elicit from students such relevant experiences as attempts (if any) to get a license, steps followed such as locating the nearest DMV office, making an appointment, and filling out the application. From this discussion, instructors lead into the life skill that needs to be taught.

RECORD KEEPING

In CBAE programs, instructors keep records on students' attainment of life-skill competencies such as addressing letters and interpreting clothing labels. (See the Record of Progress forms in Appendix P.5.) Instructors may also keep records on the attainment of the basic or enabling skills necessary for life-skills competencies. To facilitate the adjustment of instruction, organization of competencies on the record-keeping forms is important. Two ways of listing competencies on record-keeping forms are by relating them to the course syllabus and by relating them to the pre/post assessment instrument. If a formal pre/post assessment instrument is used for the range of life-skill competencies taught in a course, instructors list competencies on their record-keeping forms by the test items on the assessment instrument. For example, Item #1, which measures determining temperature, becomes Item #1 on the record-keeping form. If a formal pre/post assessment instrument is not used for the full range of competencies taught in a course, instructors order competencies on their record-keeping forms by the sequencing of items on the course syllabus. For example, Lesson #1, which teaches personal identification, becomes Item #1 on the record-keeping form.

In addition to aiding the instructor in managing instruction, record keeping in CBAE facilitates the process of providing feedback to students. Students are not in competition with their peers; rather, they are competing against themselves. Therefore, record-keeping forms for each student are useful for instructors to point out needs, stimulate motivation, and show gains to individuals. Although students are not in competition with their peers in a CBAE program, frequently they like to know their standing relative to their classmates. The sharing of this information requires sensitivity and concern for confidentiality.

Another major purpose of record keeping in CBAE systems is to certify student achievement. Certification occurs before students leave a particular level of instruction. Therefore, it also provides information upon entrance to the next level of instruction.

CBAE programs which are fully implemented keep cumulative records on individual students (See Appendix P.1 - P.4.); that is, forms are used to record student movement through a program. These forms may provide instructors with information on one or more of the following:

- length of study (entrance and exit dates)
- pre/post assessment (instrument used and score)
- list of specific competencies achieved (See Appendix P.4.).

These cumulative records may be carried by students or kept in a centralized place or both.

In addition to forms for each student, record-keeping forms for entire classes by life-skill competencies are useful (See Appendix P.5.). Such forms help instructors to determine which competencies have been acquired by the majority of students. These forms also help instructors determine how to group students for additional work in specific competencies (whole group, small group, peer instruction, individualization).

In the example following, the majority of students have successfully completed the life skill of "reading clock time." However, two students have not. Therefore, when instruction next focuses on "time," the instructor will group students. The majority will focus on the new life skill of "filling out time sheets" while Jose and Susan focus on "reading clock time."

CASAS TEST CLASS RECORD SAMPLE

CASAS TEST________________

Date________________

STUDENT	Compute Weight	Months & Days	Coins & Currency	Clock Time	Temperature	Medicine Label	Ask for/ Give	Directions	Time Sheet	
Jose Amaya	1	2	3	④	5	6	7	8	⑨	⑩
Hein Dinh	1	2	3	4	5	6	7	8	⑨	⑩
Raul Gonzalez	1	2	3	4	5	6	7	8	⑨	⑩
Thoua Komsambath	1	2	3	4	5	6	7	8	⑨	⑩
Van Le	1	2	3	4	5	6	7	8	⑨	⑩
Susan Mendoza	1	2	3	④	5	6	7	8	⑨	⑩
Roberto Ramirez	1	2	3	4	5	6	7	8	⑨	⑩
Mai Thi Tran	1	2	3	4	5	6	7	8	⑨	⑩
Michiko Takamura	1	2	3	4	5	6	7	8	⑨	⑩
Ahmad Ziad	1	2	3	4	5	6	7	8	⑨	⑩

* Circled numbers equal items missed on pretest

Fig. I-3

Many methods of instruction have built-in assessment; that is, methods such as demonstration and simulation require students to perform. While students are practicing the task, instructors are observing and evaluating as well as teaching. Instructors check off objectives on the record-keeping forms during this observation.

SELECTION AND ADAPTATION OF INSTRUCTIONAL MATERIALS FOR CBAE

CBAE instructors review selected textbooks with the following questions in mind:

Adult Orientation

- Is the content adult-oriented?
- Is the format adult-oriented?

Life Skills Identification

- Are life skills addressed?
- Which life skills are addressed?
- Are the life skills applicable to the local environment?
- Are the life skills addressed in the textbook relevant to the students?
- Is there a life-skill competency statement?
- Are the life skills presented in a variety of ways?
- Is there enough review?

Basic/Enabling Skills Identification

- Are basic/enabling skills addressed?
- Are basic/enabling skills presented in a sequential manner?
- Are the basic/enabling skills needed for the life-skill competency pretaught in the text?
- Are the basic/enabling skills taught appropriate for the life skill?
- Are the basic/enabling skills needed for the life skill appropriate for the proficiency level of students?
- Do the instructors have to develop materials to preteach basic/enabling skills needed to achieve life-skills competency?

Assessment

- Are there pre/post tests, quizzes, summative exercises, or tests to verify achievement of life-skill competencies?

Even when textbooks address life-skill competencies, instructors still have to gather supplemental materials. These materials include materials to develop enabling skills, materials to develop life skills, and materials such as realia to facilitate simulation tasks. Selection of these materials should take into consideration students' level, interest, and mode of learning. (See Appendix M, "The Total Experience," by Dianne Pun-Kay.)

BASIC SKILLS (ABE) INSTRUCTION

Competency-based ABE instruction focuses on life skills using the basic skills of listening, speaking, reading, writing, and computation to enable students to become competent in life skills. In order to accomplish this goal, instructors must first determine to what extent students already know the basic or the life skills to be taught, and in what ways they are interested or need to know them. Next, instruction is organized to make learning most effective. In most agencies, a range of student abilities in basic and life skills will vary tremendously within a given group or class. Instruction, therefore, is individualized as much as possible within this multi-level setting using materials appropriate to competency-based ABE.

Managing a Multi-Level Basic Subjects (ABE) Class

Included below are general suggestions for managing a multi-level basic skills (ABE) classroom. Each situation will differ according to the type of class, teacher, students, and location. These suggestions are just that, suggestions. Teachers may use them along with their own ideas to create a workable instructional program.

- Multi-level classes are conducted using small-group or individual instruction, depending on the kind of program involved. In small-group instruction, students with the same skill levels are combined together in groups of four to six persons, ideally. Besides allowing the teacher to work more closely with the students, small-group instruction allows students to interact more effectively with each other. Individual instruction allows the teacher to work one-on-one with each student at his/her particular level. This method of instruction is markedly enhanced when used in conjunction with whole-group and/or small-group instruction.

- Multi-level classrooms must have materials that accommodate the various levels of students. It is possible to find the same materials written at two or more levels so that a teacher can teach the same subject to the entire class and provide reinforcement with materials that are at each student's level: beginning, intermediate, or advanced. It is also important, if at all feasible, to provide varied materials on the same subject to tap the interests of the students. Often students will read two books of the same reading level, grasp the information in one because of previous experience or interest, yet not understand the other.

- Audio-visual material can greatly assist a teacher in a multi-level class. A cassette player, for example, can be used with one group either to introduce a lesson or provide reinforcement, drill, or practice after a lesson has been taught. This frees the teacher to work with another group. Other kinds of equipment such as the card reader and filmstrip projector are also very helpful as they allow a multi-sensory approach: listening, speaking, reading, or writing.

- When possible, the classroom should be arranged so students can work and communicate easily in groups of four to six as well as in larger groups as the needs arise.

- In a CBAE implemented program, there are three main ways to group students in a multi-level class: (1) by the students' specific levels of the life skills as determined by formal and/or informal assessments, (2) by the levels of the basic enabling skills, or (3) a combination of "1" and "2". (See Sample Charts of Class Activities, Fig. I-4, I-5, I-6a and I-6b.) Additionally, the teacher may choose to group by the interest levels of the students; students showing similar interests on interest surveys can be grouped together. This can be a bit tricky as their basic skills levels may differ widely. If students with similar life-skills needs/interests are grouped together, reinforcement is done in small groups or individually based on the students' basic skills. If students are grouped by their basic skills, teaching is done with materials and techniques which are at each group's or individual's specific skill level. These skills are taught in life-skills contexts. For example, a beginning math student can be taught to write numbers using sample blank checks as part of a lesson. Perhaps a little more effective, but difficult to manage, is to group students by both basic and life skills. After pre-assessments are given, either formal or informal, students with similar life-skills needs and basic-skills levels are grouped together. The group is introduced to or taught a particular skill as a small group and practice or reinforcement is done within the group itself. This method allows the students in the group to help each other, often without the involvement of the teacher.

- In a CBAE-implemented program, the teacher and each student will agree on what life skills the student needs and wants to learn. These skills together with the needed basic skills make up a student's program. If the multi-level class is based on individual instruction, this can be easier to implement than if the class were based on small-group instruction. One suggestion might be to teach the basic skills in small groups where students of the same levels are grouped together, providing the life-skills segments by individualized instruction. On the other hand, the teacher may find it more convenient to teach those life skills the majority of the students need and/or desire. With this method, the entire class can be introduced to a particular life skill by using such instructional techniques as lecture, demonstration, field experience, or outside experts. Reinforcement can be made in small groups or through individual instruction. This procedure might entail some creative record keeping; however, the positive effect is that there will be a lot more student interaction, and the teacher would be able to disseminate more information to a greater number of students, in some cases, in a shorter period of time.

- REMEMBER: Adult students are not a captive audience. They enter and exit a class or program at will. Many students do not "complete" a subject or course as the teacher or institution prescribes. Teachers, therefore, must teach the essentials as quickly as possible, before the student leaves the class. As a result, teachers may not be able to teach "everything" the student "needs"; therefore, the essential skills and those that the student desires have to be stressed first, and the lesser skills follow.

Integrating Basic Skills and Life Skills

It is of primary importance to remember that life skills are built on an acquisition of basic skills (listening, speaking, writing, reading, and computation). In a CBAE program, basic skills are taught in a life-skills context. It is when the two skills are taught in concert that learning drastically improves. The appropriateness of the life skill taught depends on the attainment of that basic skill which is a necessary prerequisite for a particular life skill. Such basic skills are often referred to as "enabling skills" as they enable the student to learn the "life skill." For example, if a teacher is teaching the students how to find the main idea in a reading selection, materials used for this exercise could be drawn from such various life-skills sources as health, consumer awareness, or occupational knowledge. The students learn a basic skill and then apply it to life situations. Another example, if a teacher is teaching the students how to write an informal letter, the letter could be one that the student, as a consumer, writes to a company to make a complaint. Before the letter is written, though, certain basic letter-writing techniques must be taught. These techniques are applied in a tangible way in the actual composition of a letter that students write to a company.

Adapting Existing Textbooks

One way to adapt existing textbooks and other materials to a new CBAE program is first, to identify the life skills that are to be covered and next, to review the existing instructional materials on hand. A list is made of life skills and the location in the materials where these specific life skills can be found. It is more helpful if the materials are also listed according to levels: beginning, intermediate, advanced. (See Fig. 7 for possible format.)

Sample Chart of Class Activities

GROUPING BY LIFE SKILLS NEEDS

	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
Competency Tasks	Ordering From A Catalogue	Writing A Business Letter	Completing A Job Application	Comparison Shopping	Planning A Nutritious Meal
Activities that allow teacher to work with each one group while the other groups work independently.	1. Teachers and students discuss reasons people may order from catalogues.	1. Students read materials on parts of a business letter. Materials are at each student's level.	1. Students read materials on how to complete job applications. Materials are at each student's level.	1. Students read materials on comparison shopping. Materials are at each student's level.	1. Students may view films on planning a nutritious meal.
	2. Each student reads selection/s on catalogue ordering. Materials are at each student's level.	2. Teacher explains parts of a business letter.	2. Students complete short sample form.	2. Students bring market ads from newspapers and checks prices of selected items.	2. Students read materials on basic food groups and how to plan a menu. Materials are at each student's level.
	3. Students choose items from a catalogue that they might order.	3. Students write a business letter.	3. Teacher reviews lessons and sample forms completed by students.	3. Using 3 sample markets, students, working as a group, calculate totals of selected items to compare prices at each market.	3. Students answer comprehension questions.
	4. Students complete sample or actual catalogue order form.	4. Each student reads his/her letter to group.	4. Students complete an actual job application.	4. Teacher checks the group activities.	4. Each student plans and writes a personal menu using the basic four groups.
		5. Letters are given to teacher to review.			5. Teacher checks materials and reviews menus.
		6. Letters may be forwarded to an actual business/company.			

Fig. I-4

Sample Chart of Class Activities

GROUPING BY BASIC SKILLS NEEDS

Competency task: Planning a Nutritious Meal

Levels	Beginning	Intermediate	Advanced
Activities that allow teacher to work with one group while the other groups work independently.	1. Students view film on the basic four food groups. 2. Teacher uses flash cards, pictures, etc. to review again items included in the basic four food groups and discusses the purpose of the food groups. 3. Students are given a short "true/false" assessment. 4. Each student discusses foods that would make a well-rounded dinner menu using the basic four food groups. 5. Each student tries his/her menu at home and reports the results.	1. Students view film on the basic four food groups. 2. Students read selection/s on the basic four food groups and complete comprehension questions. All students in the group read the same selection/s. 3. Teacher reviews comprehension questions; group reads orally. 4. Students plan menu for either breakfast, lunch, or dinner using the basic four food groups. 5. Each student tries menu at home and reports the results.	1. Students view film on the basic four food groups. 2. Students read selection/s on the basic four food groups, body nutrients, and calories. All students in the group read the same selection/s. 3. Students plan menus for breakfast, lunch, and dinner using basic four food groups and calculate the caloric intake for one serving for each meal. 4. Students complete an exercise matching food terms with their proper definitions. 5. Teacher reviews reading selection/s, any reinforcement exercises, and each student's menu. 6. Each student tries menu at home and reports the results.

Fig. I-5

Sample Chart of Class Activities

GROUPING BY BASIC SKILLS AND LIFE SKILLS

Level	BEGINNING	
Competency Tasks	Planning a Nutritious Meal	Ordering From a Catalogue
	1. Students view film on the basic four food groups. 2. Teachers using flash cards, pictures, etc. reviews items included in the basic four food groups. 3. Student writes food items for study. 4. Students read beginning level selection/s and answer comprehension questions. 5. Students discuss with teacher a well-rounded dinner menu. 6. Each student tries menu at home and reports back.	1. Student and teacher discuss reasons people may order from catalogues. 2. Students read beginning level selections and answer comprehension questions. 3. Students look through catalogues and select items that they might order. 4. Students complete sample order form.
Level	INTERMEDIATE	
Competency Tasks	Completing a Job Application	Comparison Shopping
	1. Students read selection/s on how to complete job applications. 2. Students complete a sample job application form. 3. Teacher reviews selection/s and sample job application forms. 4. Students complete actual job application form from a business.	1. Students read selection/s and complete reinforcement exercises. 2. Students bring market ads from newspaper and check prices of selected items. 3. Using 3 sample markets, students working as a group calculate totals of selected items. 4. Teacher checks the group's activity and conducts oral reading. 5. Students compare prices at two markets and report back to class.

Fig. I-6a

Sample Chart of Class Activities

GROUPING BY BASIC SKILLS AND LIFE SKILLS

Level	ADVANCED	
Competency Tasks	Writing a Business Letter	Plan a Personal Budget
	1. Students read selection/s on parts of a business letter and complete reinforcement exercises.	1. Teachers and students discuss pros/cons of budgeting.
	2. Teacher reviews lesson.	2. Students read selection/s and complete comprehension questions.
	3. Students write a sample business letter using format given in the book.	3. Students complete a sample budget for a sample household.
	4. Teacher checks students' letters.	4. Students complete personal budgets they agree to follow for a given time.
	5. Students may forward letters to actual businesses/companies.	5. Students report success/failures to the group.

Fig. I-6b

2. CONSUMER EDUCATION

LIFE SKILLS COMPETENCIES CORRELATED TO MATERIALS

Competency Title 2.3 / Money Management

Task Number	Levels	Instructional Material	Pages	Evaluation
2.3.2	2	Scott Foresman, Coping Book B	4,18	Visit a local bank; bring in pamphlets on checking accounts. Write three to five sentences on their importance.
	3	EDL System 100, AUD-X CA	98	Exlain personal reasons for opening a checking account.
	3	EDL System 100, GO CA	25	
	3-4	Pitman, Lifeschool, Consumer Economics	639-648,650-660,661-664	Post test.
	3-4	Pitman, Lifeschool, Consumer Economics	572,573,575, 578,581-584; 586	Post test.
	5	Scott Foresman, Coping Book E	26,50,44,47	Visit two or three banks; get information on checking accounts.
	5	Scholastic, Real Life Reading Skills	118-120	Complete a checking account application.
2.3.2	5-6	Donnelly, Mary Queen, Skills for Consumer Success	3-20	Complete a checking account application.
	5-8	APL Series, Coping in Today's Society Consumer Economics II	81-114	Complete a checking account application.
	6	Scott Foresman, Messages Book F	29,36	Make an outline on the purpose of a checking account.
	6-8	Herman, Patricia, Managing Your Money	49-52,69-79 81-103,107-114	Complete a checking account application.
	6-8	Solving Life Problems in Consumer Economics #II	3,6-8	Complete a checking account application
2.3.3	1	Scott Foresman, Coping A	46-51	Complete a savings account application.
	2	Scott Foresman, Coping B	4	Complete a savings account application

Fig. I-7

ESL INSTRUCTION

The CBAE life-skill curriculum has been designed; the levels of instruction have been determine ; the students have been assessed; it is time to teach. In terms of ESL instruction CBAE implementation requires:

Integrating Enabling Skills (both linguistic and basic) with Life Skills

The Instructor:

- Determines enabling skills necessary for life skills
- Teaches enabling skills in context
- Applies enabling skills to life skills.

Relating Classroom Management to Instructional Setting

The Instructor:

- Identifies instructional setting (multi-level, grouped by enabling skills, or grouped by level of life skills needs and goals, grouped by level of enabling skills and life skills)
- Determines appropriate organization for the instructional setting
- Selects most suitable instructional approaches.

Integrating Enabling Skills with Life Skills

Once the life skill has been selected, instructors analyze which enabling skills are necessary to attain the life skill. Some life skills involve only one enabling skill; other life skills require several enabling skills. For example, "following oral directions to get to school" requires listening skills; in "a visit to the doctor" following the nurse's directions requires listening skills; giving personal information and the reason for the visit require speaking skills; and filling out the patient information form requires reading and writing skills. In order not to overload the students, instructors organize their lessons to teach one enabling skill at a time, relating the enabling skill to the life skill. The following (Fig. I-8) shows life-skill competencies related to the enabling skills of speaking, listening, reading, and writing.

SPECIFYING THE CONTENT OF TEACHING OBJECTIVES

Topic	Competencies	Speaking	Listening	Sight Words (Reading)	Writing	New Structures	*Materials & Activities
FOOD	-student will be able to identify common food items		I want a(n) ____. I like ____.(plural) Show me / Point to the ____. Give me a(n) ____.				English for Adult Competency I - pp. 36-38. English for the 21st Century - Unit 7 Visuals Realia Total Physical Response Activity: Give me ____. Point to ____. Show me ____.
	-student will be able to ask for and locate these food items	Where is / are the ____? I need some ____. In Aisle (3). On the top / bottom shelf.	It's / They're in the dairy / meat / vegetable section.			(Review: plural -s) count vs. non-count nouns some, a	English for Adult Competency I - p. 32 Motion by Motion p. 10 Dialogue Repetition and Substitution Drills Role Play
	-student will be able to read food name labels			-tomatoes -carrots -lettuce -apples -milk -eggs -juice -meat -bread -rice (etc.)			Flashcards Visuals Matching Exercises (word-picture) (word-word) Realia (Food Labels) Total Physical Response Activity: Give me ____. (the can of peas)
	-student will be able to make shopping list				eggs rice sugar tomatoes milk (etc.) bread		Hand-out: Vegetables ____ Dairy ____ etc. ____

*All textbooks listed here are given in complete bibliographic form in Appendix A.

Fig. I-8

From: Teaching ESL to Competencies,
Adult Education Series No. 12,
Washington, D.C.: Center for
Applied Linguistics, 1982, pp. 14-15.

BEST COPY AVAILABLE

Relating Classroom Management to the ESL Instructional Setting

The first step is to identify the instructional setting. Many CBAE-ESL programs consist of one location with one instructor, and the students range in ability from beginners to advanced and from pre-literate and non-literate to college graduates in their native countries. This is a true multi-level classroom. Many other CBAE-ESL programs have instructors for separate levels of instruction, and the students are grouped by level of enabling skills based on an oral interview or a written grammar test. It is important to note that when enabling skills are measured by an oral interview the group is homogeneous in oral proficiency but not necessarily in reading or writing skills. When enabling skills are measured by a grammar test, the group is homogeneous in grammar proficiency but not necessarily in listening and speaking skills.

Some CBAE-ESL programs have instructors for separate life-skill tracks, and the students are grouped by their life-skills goals: survival, vocational, academic. In this situation the life-skill needs and goals are somewhat homogeneous, but the enabling skills range from beginning to advanced as in the multi-level classroom.

The chart below illustrates the range from one multi-level class to many classes leveled by proficiency and goals.

POSSIBLE LEVELS OF ESL CLASSES

	By Language Proficiency	By Proficiency and Goals
ESL Multi-Level	Beginning Level	Beginning Survival Beginning Vocational Beginning Academic
	Intermediate Level	Intermediate Survival Intermediate Vocational Intermediate Academic
	Advanced Level	Advanced Survival Advanced Vocational Advanced Academic

Fig. I-9

Some programs have instructors for separate life-skill tracts and separate proficiency levels; then the students are grouped by level of enabling skills and by level of life-skill needs and goals. This is the ideal.

In a true multi-level classroom, organization and classroom management are essential. The instructor has to group students within the classroom based not only on enabling skills but on life-skill needs. It is possible to set up activity areas for each group based on assessment with the instructor becoming a facilitator of learning. This can be accomplished in several ways.

- The instructor and students select a life-skill competency. The instructor organizes the lesson in three levels as shown in Fig. I-10. The instructor can introduce the lesson to the whole group, then divide the students in three groups based on language level: beginning, intermediate, and advanced. Each group should be given clear instructions about the tasks to be performed. The instructor works with the beginning group, then with the intermediate group, and finally with the advanced group. A closing activity with the whole group gives the instructor feedback on student achievement. Equipment such as tape recorders, language masters, and filmstrip projectors is very useful in the multi-level classroom.

- Another way of organizing a multi-level class is to teach the same competency to a whole class but plan different levels of achievement for the various groups of students. (See Fig. I-11.) For example, in a unit on comparison shopping, beginning students identify sizes of containers (pint, quart, gallon), intermediate students match price and size, while advanced students compute unit price and select the best buy. This approach develops the skills of all students at different levels; that is, the structures expected of beginning, intermediate, and advanced students are different. In addition, lower-level students hear structures at higher levels than they are normallly exposed to in classes of one level.

- In a teaching situation where the students have been grouped by enabling skills, the instructor has to find out the students' purpose for learning English: whether it is survival (to shop, to talk to children's teacher), vocational (to get a job, to enter a training program, to get a better job), or academic (GED, High School Diploma, college). This assists the teacher in determining which life-skill competencies to teach and in what order. Many life-skill competencies can be applied to all three purposes; the instructor gives students opportunities to apply the life-skill concept and does not expect automatic transference of skill. For example (Fig. I-12): filling out an application form is taught in the context of medical-patient information for the survival students, of job application for vocational students, and of college entrance application for the academically-oriented students.

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ORGANIZATIONAL PLAN FOR MULTI-LEVEL CLASS

TOGETHER

Steps for using a pay phone

Parts of a phone book

LEVEL I	LEVEL II	LEVEL III
INSTRUCTOR • Review alphabet • Dictate names, students put in alphabetical order	STUDENT-STUDENT Information-Sharing • Pairs of students- Student A: spells name from list Student B: finds name in book, indicates number and address	INDIVIDUAL • Task: dial 411 to find number • Using phone book, find numbers for people • Worksheet: Area codes
STUDENT-STUDENT Information sharing • Pairs of students- Student A: dictates names and phone numbers from list Student B: writes	INSTRUCTOR • Dialog:(Vary Dialog) O: Operator 230 Student: I'd like a number in Elgin O: OK Student: The Name is Joe Rupert R-U-P-E-R-T O: The number is 697-1211	STUDENT-STUDENT • Problem-solving Pairs of students find rates for long distance calls and check answers
INDIVIDUAL •Using phone book, students find numbers for people Students: check each others' papers	INDIVIDUAL • Student: dial 411 to find number for a designated person	INSTRUCTOR • Discuss listings in yellow pages - names, businesses • Worksheet

TOGETHER

Teacher: gives last name

Students from all levels give phone numbers

Fig. I- 10

Adapted by Holda Dorsey from Linda G. Mrowicki's "Developing Teaching Strategies for the Multi-Level Class," 13th Annual TESOL Convention, 1979, Boston, Mass.

SAMPLES OF ACTIVITY IN A MULTI-LEVEL CLASS WITH ONLY ONE TEACHER

Lesson: "Comparative Shopping"

Materials: Realia with prices. Price lists from several markets.

Beginning	Intermediate	Advanced
T. What's this?	T. Which jar of jelly costs $1.29?	T. Of these three jars of jelly which is the best buy?
S. It's a jar.	S. The 8 oz. jar.	S. The strawberry jelly from Lucky's. It is only 3¢ per oz.
T. What size?		
S. 6 oz.		

Fig. I-11

SAMPLE ACTIVITY IN A MULTI-GOAL CLASS

Lesson: "Filling Out an Application Form"

Materials: Forms: Medical History, Job Application, College Admission

TOGETHER

Steps for filling out
an application form

Survival Group	Vocational Group	Academic Group
Fill out sample Medical Information form	Fill out sample Job Application form	Fill out sample College Admission form

Fig. I-12

In CBAE-ESL instruction there is no prescribed approach. Instructors are free to choose the methodology most appropriate for the life skill and for students. Instructors should keep in mind that different students have different styles and paces of learning which require a variety of instructional approaches.

VESL INSTRUCTION

VESL is the acronym for Vocational English as a Second Language. The underlying assumptions of VESL are: that students are limited-English-proficient, that student goals are employment-related, and that the linguistic and basic skills taught are applied to the employment-related goals of students.

In terms of VESL instruction, CBAE implementation first requires instructors to relate their classroom management to their instructional setting and then to integrate enabling-skills instruction with the appropriate employment-related skills instruction. The linguistic portion of the curriculum is organized by the purpose of the communication act rather than by grammatical structures: that is, in a VESL course linguistic objectives are "to request information," "to make complaints," rather than "to use the past tense."

Types of VESL

There are two specific types of VESL: general vocational (also called prevocational) and occupation-specific.

- General VESL focuses on broad employment objectives that apply to all or most occupations. It includes competencies for getting a job such as answering help wanted ads, using maps and directories to locate an employer, filling out application forms, responding to interview questions, and interpreting company benefits. It also covers on-the-job communication functions that cross different vocations such as following directions, clarifying instructions, requesting help, explaining a problem, and describing work completed. Sometime it includes career awareness units.

- Occupation-specific VESL focuses on specialized language skills necessary to complete a particular vocational training program, to get a particular job, and/or to function satisfactorily on a particular job.

Relating Classroom Management to the VESL Instructional Settings

How ESL instructors meet the employment-related needs of their students depends on their instructional setting: grouped into a single language level but with multiple goals, grouped by general employment-related goals, or grouped by specific occupational goals. Fig. I-13 illustrates the different classroom management strategies.

CLASSROOM MANAGEMENT STRATEGIES
for
TEACHING VESL

SETTING:	Single Level with Multiple Goals	Grouped by Language Level and Goal	Grouped by Specific Occupational Goals
CLASSES:	Beg. Int. Adv.	Beg. VESL Int. VESL Adv. VESL	Auto Mechanics Welders Medical Receptionists
CLASSROOM MANAGEMENT:	Whole Group Instruction: competencies useful for survival, vocational and academic goals	Whole Group Instruction: general VESL	Whole Group Instruction: occupational content
	Small Group Instruction: students grouped by goals, one group with employment-related goals	Small Group Instruction: students grouped into occupational clusters (e.g., service, trades, clerical, professional) or into occupation-specific (e.g., auto mechanics, welders, nurse's aides)	Small Group Instruction students grouped by basic or enabling skill needs (e.g., reading, listening, pronunciation, math, writing)

Fig. I-13

- Single Level with Multiple Goals

The most common type of instructional setting groups students by language level but ignores the goals of individual students; only a portion of the class is studying English for employment purposes. In this situation, instructors teach the whole group competencies that cross the three goal areas (survival, vocational, academic) and develop activities for small groups in each of these goal areas. The employment-related content is usually general, not occupation-specific VESL.

Two examples, one of a reading skill and one of an oral communication skill, illustrate this approach. An example of a reading skill that all students need is to use the yellow pages of a telephone directory. Therefore, whole-group instruction teaches basic skills such as categorizing and alphabetizing. In small-group activities, students with survival goals look up household repair services; students with academic goals, schools; and students with employment goals, potential employers. An example of an oral communication skill that all students need is to use the telephone to get information. It also lends itself to such whole-group, small-group management. Whole-group instruction teaches the grammatical structures needed to get information. In small-group activities, students with survival goals call to get estimates for household repairs; students with vocational goals, to find out about specific job openings; students with academic goals, to request school catalogs.

- General Employment-Related Goals

Another type of instructional setting groups students by goals; the placement process places all students who are studying English for employment purposes into the same class(es). This usually occurs when there are enough students at any one language level for two or more classes: that is, the ESL program has more than one beginning-level ESL class -- in one, the goal of all students is survival; in another, academic; and still another, employment. Although students are at the same language level, student employment goals are in different occupational areas and their routes to employment may be different (some unskilled and seeking vocational training, some skilled or unskilled but seeking entry-level employment which requires no vocational training, and some employed and seeking upgrading).

In instructional settings where students are grouped by goals, the employment-related content is a combination of general and occupation-specific VESL. Whole-group instruction focuses on competencies for getting a job or on-the-job communication functions that cross different vocations. In small-group or individualized activities, students apply that instruction to their own situations.

An example of a competency in getting a job is to handle job interviews. Whole-group instruction teaches structures for beginning the interview, for asking relevant questions, and for finding out interview results. Then, grouped into occupational areas such as service, trades, clerical, and professional, students respond to interview questions by describing their own qualifications and goals. The small-group work enables instructors to present items such as job-specific vocabulary to only those students for whom it is relevant.

An example of an on-the-job function that crosses vocations is to clarify directions. Instructors identify a structure useful for this function, present it to the whole group, and divide students into small groups to practice the structure with vocabulary common in their occupational areas. One way to clarify directions is to use "or" questions: for example,

Supervisor: Get me a screwdriver.

Employee: A phillips or a standard?

Presentation of the "or" question involves whole-group instruction such as practice of the rising, falling intonation pattern; small-group instruction presents vocabulary sets relevant to each group such as tools for the trades and office supplies for the clerical jobs.

Another competency that crosses vocations is to locate supplies or equipment. Whole-group instruction focuses on function words such as prepositions of place (above, below, beside) and adverb phrases of location (to the left of, to the right of). Small-group activities focus on content words. Students in clerical jobs practice locating office supplies such as paper, envelopes, and paper clips in a supply cabinet. Students in the trades practice locating tools such as wrenches, screwdrivers, and pliers in a tool cabinet.

- Specific Occupational Goals

A third type of instructional setting groups students by specific occupational goals. Instruction is geared to the communication skills needed to function in a specific vocational-skills training program or in a particular occupation. This often occurs in a non-ESL setting, that is, at the vocational-skills training site or at the site of employment.

In such programs ESL instructors have the advantage of access to language informants from the occupation. In these classes the employment-related content is occupation-specific, but students are usually at different language levels and the listening and speaking skills of individuals are often at a different level from their reading and writing skills. Instruction for speaking focuses on what students will say; for listening, on what they will hear; for reading, on what they will read; and for writing, on what they will write. This is determined by whether the setting is a skills training or employment site.

Even within the same occupation, the content focus in each of the language skill areas is different depending on the setting (skills training or employment site). For example, a student studying to be an auto mechanic must be able to read textbooks, to process lectures, and to check out tools. On the job, that same student must be able to ask the service manager for work, to ask a customer for more information about auto problem symptoms, to read work orders, and to write a diagnosis. Few commercial materials are available for occupation-specific ESL. Instructors will usually have to design at least some original materials. West and Wilkinson developed a useful tool for designing such materials, a sample of which is included in Appendix N.

CULTURAL CONSIDERATIONS

Since many of the learners in a CBAE classroom will be from diverse cultural backgrounds, there is a significant potential for cross-cultural misunderstanding. This section suggests some important areas for the CBAE instructor to consider in order to enhance the possibility of effective cross-cultural communication in the classroom: both learner-teacher communication and learner-learner communication.

Knowledge of the Learner's Home Country

Effective instruction of the CBAE learner rests upon some knowledge of the cultural background of the learner. This knowledge does not have to be highly detailed, but it should at a minimum include an awareness of the level of industrial and cultural development in the learner's home country. This knowledge has important educational implications such as:

- Whether the language of the country has a written form, and if so, the approximate literacy rate in the native language among new U.S. arrivals from that country.
- The degree of urbanization -- do more people live in cities or in rural areas?
- The educational system -- how will the educational level of newcomers vary?
- The system of employment or self-support -- are newcomers familiar with "working" as it is done in the United States?

This sort of information, which the instructor may collect as a part of an initial assessment of the learner's needs, can then help in the design of a competency-based program of instruction for the learner.

Attitude Toward Education

The instructor should determine the general attitude towards education and learning which is prevalent in the learner's culture. Although there is the danger of oversimplifying, it will be useful for the instructor to learn whether education in the learner's home country is generally seen as "a means to an end" or as "an end in itself."

Education in the United States, for example, is often pragmatically viewed as "a means to an end." In other words, people in the U.S. often seek education with a specific purpose in mind such as to get a better job, to learn a new skill, to meet friends for diversionary pleasures. However, in other cultures, for example, in the Chinese culture, education is often valued for itself, without such a high pragmatic regard for what it can help the learner to achieve as a result of becoming educated. "Becoming educated" in such a culture is a laudable goal in itself.

It is important for the instructor to keep these two views in mind, for often the rationale presented for a particular lesson will be stated in terms of the pragmatic American "means to an end" approach to education which may not be immediately clear to all students from all cultures. Competency-based education, in particular, strongly reflects this "means to an end" assumption that people come to school in order to be able to attain certain competencies which will help them to improve their everyday lives in a practical way. The teacher needs to act to dispel such potential misunderstandings about the focus of a CBAE program at an early point in the learner's instructional program.

Learner's Role in Education

Instructors in CBAE programs in the United States will generally expect students to take an active, rather than a passive, role in all aspects of their learning. This expectation of an active student role is not shared by all cultures. In some cultures students are often expected to play a passive role as a "sponge" to soak up respectfully the knowledge which the teacher is imparting. There is thus the potential for cross-cultural misunderstanding in the classroom of an instructor who expects, even demands, active student participation from a class filled with learners more accustomed to passive learning styles.

In such situations a clear and early awareness of the two different approaches to learning (passive and active) held by the learners and the instructor is often sufficient to lead to subsequent clarity of cross-cultural communication in the classroom.

Individual or Group Orientation

The U.S. culture is frequently said to focus on the individual as the basic unit of society, and to emphasize the achievements of individuals. The positive value attached to such terms as "individuality," "independence," "self-esteem," or "individual responsibility" reflects this U.S. cultural focus. Many other cultures, however, are often said to focus on the group (this may be the family, the village, the work group, the class) as the basic unit of society, and members of such cultures may view a culture which singles out individuals with some level of discomfort. They may even view such a focus on the individual's achievements as being overly "selfish."

CBAE is based on an assumption of individual responsibility for education; the learner is expected to play a role in planning the instructional program to be pursued. And the accomplishments of the learner are seen to be primarily those of the learner as an individual. It is clear that there is the potential here for some substantial misunderstandings in the planning and implementation of an "individualized" instructional program for a learner who thinks instead in terms of the group, and who simply does not think in the same terms as the CBAE instructor. The learner may, for example, make decisions about education based not on what are (in the instructor's view) the learner's "legitimate" need as an individual, but on the needs of his family, or at the suggestion of the learner's classmates or friends from the same village or region in the home country.

In such instances, it will be difficult to resolve understandings quickly, because deep-level thinking patterns are involved. The best course for the instructor to follow is to point out when differences in individual versus group orientation become apparent, and to suggest how they might be shifted to accommodate both the needs of the learner and the demands of the U.S. culture.

APPENDICES

INTRODUCTION TO APPENDICES

These Appendices include samples of materials from various agencies. Readers should keep in mind that these materials were designed specifically to match the stated goals and objectives of given local programs. Some materials are in draft form and will be revised after field-testing.

To be appropriate for use in other agencies, it is important that the materials be adapted to reflect the uniqueness of the particular local program in which they will be used. This adaptation should include assessment of community and student needs; available options in the type of instruction offered; and facility, staff, and financial resources.

The materials in these Appendices have been selected as illustrative rather than definitive. They, however, do not carry any endorsement.

APPENDIX A

CBAE RESEARCH

Much of the completed research on CBAE has involved determining whether the general adult population is able to function adequately in present-day society. The foremost of these studies was the Adult Performance Level (APL) study out of the University of Texas at Austin, and sponsored by the U.S. Office of Education (U.S.O.E.). That study found that one-out-of-five adults functioned with difficulty in today's society; about one-of-three were competent but not proficient; the remaining one-of-two were proficient (Northcutt, 1975). Many states questioned whether these national findings applied to their adult populations. California was among those states and replicated much of the APL study through the California Adult Competency Survey (CACS) study in 1978. Although California expanded the areas of inquiry, the results of the study confirmed that the APL findings were accurate for California (McCune, 1979, p. 214).

Following that study, several other states (New Jersey, Pennsylvania, Utah, Connecticut, Alaska, and the Northwest Region of the U.S. (Region X)) conducted survey research to determine if adult students were interested in learning life skills as well as basic skills. Although it is difficult to summarize such diverse studies, it appears that students generally were interested in learning (in order) basic skills, specific vocational (occupational) skills, and other life skills. Of the other life skills, some programs found "consumer skills" rated highest by students and others found "transportation" or "health" (NIE, APL Revisited, 1980). In California, when rank-ordering of competencies was made by a variety of agencies of differing size and location, the top competencies were remarkably similar. For example, both Clovis and Los Angeles found "voting" as the highest-rated competency and their top ten competencies were nearly identical.

The research in program effectiveness has been generally more observational than formal. Whereas Sam V. Dauzat (1978, pp. 38-39) in Louisiana, found that adult students in the CBAE programs performed in a superior manner to those in the regular high school diploma program, most results have been those observed by administrators or staff in the programs involved. Several administrators, such as Dr. Robert W. Rupert of the Los Angeles School District, stand firmly behind the postive results they and their staff have observed in competency-based programs.

Although there is little comparative research between conventional and competency-based programs, there has been a wealth of research on how adults learn. Ron and Suzan Zemke in their study of adult learning (1981) found a "body of fairly reliable knowledge about adult learning." They list "30 things we know for sure about adult learning" including that 80-90% of the time, adults learn because they have a specific use for that learning; that learning needs to be related to previously learned information and at a pace that permits mastery; that adults prefer self-directed learning (7 to 1) at their own pace (but not necessarily alone). Up to 80% of the adults cite the need for application and how-to information. Allen Tough (1971) suggests that the typical adult learner wants to know the "cheapest, easiest, fastest way" to learn a specific task (i.e., they want some control). In the conclusion of their article, the Zemkes note:

> Study of the adult as a special species of learner is a relatively new phenomenon. We can expect the next five years to eclipse the last fifty in terms of hard data production on adult learning. For now, however, we must recognize that adults want their learning to be problem-centered, personalized and accepting of their need for self-direction and personal responsibility. When you think of it, that's quite a lot to work with right there. (1981, p. 52)

And when you think about it, competency-based adult education is ideally suited to serve those needs.

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APPENDIX B

CBAE IN CALIFORNIA: A DEVELOPMENTAL PROCESS

Competency-Based Adult Education is not new to California. As early as June, 1974, the Far West Laboratory for Educational Research and Development (Region IX) in conjunction with San Francisco State University sponsored the first State CBAE Conference in San Diego. In the following ten years, the Adult Educatiln Field Services of the State Department of Education increasingly supported the development of Section 309/310 projects directed to CBAE.

Early on (1975-77), the Adult Competency Education Project (ACE) in San Mateo began work on assessment with a focus on skills needed to enter the job market. The majority of projects during the early years, however, were directed toward curriculum and staff development through the California Adult Competency Education Project (CACE), at San Francisco State University, and materials development through the Competency-Based Livability Skills Project (CLASS) at Clovis Adult School and the Integrated Competency-Based Bilingual Vocational English as a Second Language Project (ICB-VESL) at the Chinatown Resources Center in San Francisco. The CLASS Project later was accepted as an exemplary program in the National Dissemination Network (NDN) of the U.S. Office of Education. The CLASS and ICB-VESL Projects eventually distributed their materials nationally through commercial publishers.

Emphasis moved to the high-school level with the development of the Competency-Based Activities Packets (CAPS) in the Los Angeles Unified School District. Concurrently, the California Competency-Based High School Diploma Project (CALCOMP) was operating in conjunction with San Francisco State University.

March, 1980, marked the beginning of the California Adult Student Assessment System (CASAS) Project. Through the leadership of the San Diego Community Colleges, this project identified a common core of life-skill competencies in ABE and ESL throughout the state and developed a bank of field-tested items that measure these competencies as well as a curriculum matrix of materials keyed to those competencies. (See Appendices G and H.)

Dissemination of CBAE has been a critical need. From 1976 to 1980, the Information Collection, Evaluation and Dissemination System (ICEDS) was sponsored by the San Diego Community Colleges. Materials repositories were established throughout the state, largely using county office facilities. Since 1981, the Dissemination Network for Adult Educators (DNAE) under the sponsorship of the Association of California School Administrators (ACSA) has identified exemplary programs, including some in CBAE, and supported their adoption.

Finally, with CBAE curriculum materials in place and an assessment system in process, the need for a comprehensive staff development program implemenation became clear. The California CBAE Staff Development Project in conjunction with San Francisco State University was designed to assist local agencies throughout the state in providing the necessary staff development activities. This Handbook is part of that effort.

APPENDIX C

STATEMENT OF PHILOSOPHY*

The goal of competency-based adult education is to provide an educational framework that is relevant to the practical needs of adults, and includes the proficiencies necessary for competence in today's world.

The basis for student progression and/or certificates will be demonstrated competence.

Within the credit-earning structure of traditional curricula, demonstrated competence will be the basis for receiving credit in all courses.

Minimum competencies shall be determined. All learners shall be encouraged to exceed the minimum level of competence consistent with individual need, interest, and capability.

To ensure the success of every learner, experiential prerequisites will be established, assessed, and certified as entry requirements into specific courses and programs.

Alternative means, in terms of time, place, programs, and formats shall be provided to give adult learners the opportunity to achieve their educational goals.

Learners who cannot or do not demonstrate all of the competencies required for the adult diploma will receive certification of those competencies they have demonstrated.

Adult learners differ from elementary and secondary pupils, and therefore, require unique instructional content, strategies, materials, and assessment.

All educational constituents (students, teachers, counselors, administrators, community representatives, local, state, and federal agencies) shall actively participate in determining the goals of curricula.

Curriculum will be structured in such a way as to require the continuous and extensive interaction of basic skills in every content area where this can possibly be accomplished.

Competency can be demonstrated, assessed, and certified in a number of ways. For example: by examination, by documented work experience, and by the successful completion of classes.

The assessment and certification of competencies shall be ongoing and continuous throughout courses and programs.

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*Adapted from CALCOMP philosophy statement.

APPENDIX D

CBAE

I nstitutional
S elf
A ssessment
M easure

MANUAL OF INSTRUCTIONS

A SELF-REPORT INSTRUMENT DESIGNED TO ASSIST IN CBAE PROGRAM PLANNING, IMPLEMENTATION, REVIEW AND REFINEMENT.

california
CBAE
staff development

ISAM

INSTITUTIONAL SELF-ASSESSMENT MEASURE

A PRODUCT OF THE CALIFORNIA CBAE STAFF DEVELOPMENT PROJECT

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The ISAM is based upon the minimum program elements identified and compiled by Dr. Richard L. Stiles for Competency Based Adult Education Programs. Support, suggestions and direction from Dr. Stiles and the following Consortium Members and State Consultants is gratefully acknowledged:

STATEWIDE CONSORTIUM	STATE CONSULTANTS
Holda Dorsey	Ray Eberhard
David Hemphill	Carlos Gonzales
Wilfred Hopp	Joe Simms
Pat Johns	Dick Stiles
Autumn Keltner	
Cuba Miller	
Patricia Rickard	
Lynn Savage	
Aryola Taylor	
Jane Zinner	

This program was developed under a State-administered grant of Federal ABE, Section 310 funds from the California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814. However, the content does not necessarily reflect the positions or policies of the State Department of Education and U.S. Department of Education, and no official endorsement of this work should be inferred.

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PURPOSE

The Institutional Self-Assessment Measure (ISAM) is based on the minimum program elements identified by the California State Department of Education.* Self-assessment to determine the presence and extent of minimum program elements might be conducted by adult agencies for several useful reasons:

- To determine where initial efforts should be focused in agencies planning to implement CBAE programs.
- To assess individual and institutional progress towards the successful implementation of CBAE program elements (assuming a baseline assessment has been conducted).
- To identify individual and institutional staff development needs.
- To assist in the development of a comprehensive plan or application for 306 funding.
- To prepare for technical assistance from staff development consultants/State Department consultants or program reviews.
- To develop a working paper for staff consensus on program goals and objectives.

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*Refer to the Adult Education Field Services three-year plan.

RATIONALE

The measure represents some basic assumptions about present CBAE programs.

- The "ideal" CBAE program does not exist. Program improvement based on continuous assessment is the goal.
- CBAE represents an improvement in accountability and instructional delivery over previous or existing instructional systems for adults.
- Delineation of student competencies with corresponding instruction and certification procedures requires a delineation of institutional competencies (instructor, counselor, manager).

Critical to the successful operation of the framework and program processes for CBAE are the roles of various individuals within the agency or institution. The ISAM attempts to define these roles in relation to the minimum program elements. The assumption here is that individuals in the CBAE setting do not operate in a vacuum. The interrelationships of program purposes, assessment, guidance, instruction and management are perceived as working in concert to the benefit of adult learners. Responsibilities of those who work in CBAE programs call for the development of competencies in specific roles. While a great deal of research has been conducted to identify student competencies in life-skills areas, less attention has been devoted to the identification and development of instructor, assessor, guidance and managerial competencies necessary in

CBAE programs. The California CBAE staff development program is one of the first comprehensive attempts to define and develop professional competencies. The ISAM, as an extension and product of this effort, is offered to help in defining the competencies by rating their level of implementation during planning, implementation and refinement stages.

The ISAM measure is organized into three major sections: Management, Instruction and Guidance. Individuals and teams representing each area are assumed to share responsibility for tasks that require mutual support. It is important to acknowledge that these areas are not mutually exclusive. Small CBAE programs often employ individuals who are simultaneously managers/counselors/teachers. Large agencies often specialize by area for managerial tasks (e.g. director or coordinator; ABE coordinator, etc.). The ISAM can be used to assess individual staff development needs as well as institutional needs. By duplicating a number of recording sheets, administering self-assessments and compiling the results for a composite profile by area, both types of information (individual and institutional) can be obtained. If an agency wants only a total profile, teams representing each area would seek consensus on each rating during a group administration.

The ISAM is incomplete. Staff development services offered through the CABE statewide staff development project should be utilized to address priority areas resulting from your assessment. In the future, the ISAM will contain references, examples and procedures for program improvement. The ISAM should be viewed as a process tool (eventually to be both a process and educational tool). Your comments and recommendations are welcome.

RECORDING, SCORING AND ANALYZING

Guidelines are presented in this section to assist in determining the appropriate scale rating for each item. Activities and procedures are to be rated as an assessment of the extent to which they are presently implemented or completed. Teams or individuals should ask two questions in relation to each item:

- Is this activity completed?

  or

- Does this procedure/activity take place?

  and

- To what extent?

Since the items are based upon the California State Department of Education's minimum program elements, scale reatings which attest to their presence constitute a form of certification at the institutional or classroom level; however, measurement of the extent of practices and procedures and the relationships procedures bear to program quality requires explicit standards beyond presence or absence. The scoring criteria are based upon a combination of procedures identified by practioners as well as noted authorities in the field of CBAE and outcome-based education.

Since the instructional model is characterized by flexibility, scorers should be aware of equivalent procedures. These are procedures an individual or agency may perform that are substantially different from the criteria but equivalent in addressing the intent underlying the item(s) in question. Since the CBAE model is founded upon adaptability and continuous assessment, agencies should take care to adapt exemplary or recommended instruments and procedures according to local needs.

It is of critical importance that self-assessments be conducted with attention to the basic purpose of instruction, which is to provide adult students with useful skills. Effective implementation of the minimum program elements enables an agency to, on an ongoing basis, identify the learning needs of students, provide instruction based on needs and confirm that students have learned what was taught. Information gained from an analysis of individual strands (management, guidance, instruction) should be used to achieve the basic purpose of instruction.

INSTRUCTIONS

- Duplicate an adequate number of copies for individual or group administration; preserve your original as a master for later administration.

- Parallel to each item are two lines extending across the page. The lines intersect with and correspond to scale-ratings of 1-5. The lines form columns extending from each item. After reading and discussing the criteria, determine the rating and fill in or mark the box corresponding to your assessment; space is provided between items for comments as to documentation, scoring rationale or planning needs. (See Example: Guidance.)

INDIVIDUAL PROFILE ☐
COMPOSITE (TEAM) ☐

GUIDANCE

RESPOND TO EACH ITEM BASED ON AN ASSESSMENT OF THE EXTENT TO WHICH YOU ARE PERFORMING OR HAVE CONDUCTED THE ACTIVITY.

AS A COUNSELOR (OR TEACHER-MANAGER WHO FUNCTIONS AS COUNSELOR) IN A CBAE PROGRAM, I:	NONE/NOT AT ALL 1	VERY LITTLE (LOW) 2	SOMEWHAT 3	VERY MUCH 4	A GREAT DEAL 5
B.1.1 Develop(ed) and utilize(d) instruments and procedures to develop comprehensive student profiles to include past educational achievement, employment experiences, interests, short-term educational and personal goals as well as other information relevant to CBAE instruction.		■			
B.1.2 Develop(ed) and utilize(d) a system to communicate with instructional staff concerning the utility and relevance of student profile information (the profiles are made available to instructional staff).			■		
C.1.1 Develop(ed) and utilize(d) methods and instruments for student placement; the methods and instruments and procedures for use are clearly defined (in written form).				■	
C.1.2 Utilize(d) instruments for placement by local program level (ABE, ESL, VESL, high school completion).			■		
C.1.3 Develop(ed) and utilize(d) a system for communicating with the instructional staff concerning the accuracy of placement techniques for refinement of placement procedures.			■		
C.1.4 Utilize(d) and identify(ied) instruments and methods that yield placement information describing basic skills and basic skills in relation to life skill/role competencies.			■		

SAMPLE

- Upon completion, arrange the pages sideways in sequence (1-2-3-etc.) by component (mangagement, instruction, guidance). Arranging the pages in this way will reveal a profile by program element and strand.

Analyzing the measure is most helpful through discussion to determine:

- Which items should be addressed first or receive highest priority (for staff development or technical assistance).

- Which activities need additional planning or clarification, especially if the measure is used as a checklist to develop a 306 application.

- Which activities are low priority and why.

In general, discussion of results should focus on ideas or strategies to implement activities or procedures that have received low scale-ratings.

- A low rating might indicate that the item is not applicable to you or your agency.

- A low rating might indicate that the item is low priority at present.

- A low rating might indicate that the activity or item conflicts with your view of CABE.

- A low rating might indicate a critical program need.

- Ratings of importance may change over time based on the variables mentioned above or the developmental stage of your agency in the present (planning, implementing, refining).

The following pages contain scoring criteria for items and item clusters. The scoring forms include the items and are coded by letter and number; letters refer to the following program elements or strands:

A. The CBAE Student Assessment System
B. The CBAE Student Guidance System
C. The CBAE Student Instructional System
D. The CBAE Classroom Management System
E. The CBAE Staff Development System
F. Cultural awareness, personal growth, program evaluation and strand interrelationships

• PLEASE READ PAGES 7A-C BEFORE SCORING ITEMS INCLUDED ON PAGES 8-9; 35A.

DISTINGUISHING BETWEEN A PHILOSOPHY STATEMENT AND PROGRAM PURPOSES

CBAE philosophy statements should address key elements 2-7 as described on the Management scoring sheets. Key concepts should be apparent relating to life skill/roll competencies that are explicit and agreed upon, flexible delivery of instruction, assessment, certification, program evaluation and local community and district goals.

CBAE program purposes must be expressed in terms of student benefits at each program and level. As such, purposes are explicit with respect to individual programs (ESL, ABE, VESL).

Philosophy statements provide a framework to accomplish program purposes. In other words, formulating and adopting a philosophy statement according to CBAE principles should facilitate the attainment of program purposes. Following are examples and questions useful in distinguishing philosophy statements from program purposes.

PHILOSOPHY

Instructional services provided to students shall satisfy the intent of the following statements:

- Assessment should emphasize the measurement of functional life-competencies.

- Instructional materials and methods should be directed to the attainment of life-skills; within the context of basic skills in computation, speaking, listening, reading and writing, students should be provided with materials and methods to apply knowledge and skills in critical consumer economics, government and law, health, community service, cultural and occupational knowledge tasks.

- Students should receive credit for demonstrated competencies upon entry and receive on-going assessment to determine mastery of new competencies.

PURPOSES

Purposes which are specific tothe ESL program include the following:

- Teach non-English proficient students basic functional expressive and receptive language skills required for immediate needs or survival.

- Teach oral language skills required in day-to-day life including typical social and work-related language.

- Teach basic, intermediate and advanced literacy and computation skills in the context of individual needs and goals.

In distinguishing between a statement of philosophy and program purposes, the following questions should be applied.

PURPOSE	Why does the program exist? (Must be in terms of student benefits.)
PHILOSOPHY	Are the concepts and ideas based upon CBAE principles?

RELATIONSHIP BETWEEN PURPOSE AND PHILOSOPHY	How does the philosophy statement make possible or facilitate program purposes?

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	MANAGEMENT
A.1.1 A.1.2 A.1.3 A.1.4 A.1.5 A.1.6 A.1.7 A.1.8 (Management) Circle the item(s) you are rating; duplicate as necessary to rate items separately.	1	Low: Philosophy statement has not been developed; no plans. High: Planning for development of philosophy statement; process is outlined (meetings, instruments, discussions, etc.).
	2	Philosophy statement has been developed; the statement is general, may be very brief and addresses 3 or less of the key elements.
	3	Philosophy statement has been developed; at least 4 of the key elements are covered; key elements which are addressed could be expanded; some information may not be in agreement with CBAE principles.
	4	Philosophy statement has been developed; at least 5 key elements have been addressed; statement is precise and accurately expresses CBAE principles.
	5	Philosophy statement has been developed; all key elements are addressed in a comprehensive and accurate fashion.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	MANAGEMENT
A.2.1 A.2.2 A.2.3 (Management) Circle the item(s) you are rating; duplicate as necessary to rate items separately.	1	Program purposes statement has not been developed.
	2	Program purposes statements have been developed for ESL, VESL and/or ABE students; program purposes are not expressed in terms of student benefits.
	3	Program purposes statements have been developed for ESL, VESL and/or ABE students; program purposes are expressed in terms of student benefits; benefits may not be in agreement with CBAE principles.
	4	Program purposes statements have been developed for ESL, VESL and/or ABE students; all are expressed in terms of student benefits; benefits may not be in agreement with CBAE principles.
	5	Program purposes statements have been developed for ESL, VESL and/or ABE students; the statements are comprehensive, expressed in terms of students benefits and exemplary CBAE principles.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	MANAGEMENT
A.3.1 A.3.2 (Management) Circle the item(s) you are rating; duplicate as necessary to rate items separately.	1	Competencies have not been identified; there is no evidence of community input and involvement.
	2	Competencies have been identified; competencies may not all qualify and life-skill/role competencies or be more accurately defined as academic objectives; community representatives have reviewed or approved the competencies.
	3	Competencies have been identified; most competencies have been adopted from other agencies; there is evidence that community representatives have been involved in the approval or prioritizing of competencies.
	4	Competencies have been identified; all describe life-skill/role competencies; there is evidence of community input and involvement in the identification, ranking and approval of competencies.
	5	Competencies have been identified; all describe life-skill/role competencies; there is evidence of a comprehensive, local planning process including representative community input. An active advisory committee exists for the purpose of program improvement.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	MANAGEMENT
A.4.1 A.4.2 A.4.3 (Management) Circle the item(s) you are rating; duplicate as necessary to rate items separately.	1	Instructional materials have not been correlated with life-skill/role competencies or instructional materials are correlated with academic proficiencies only.
	2	Instructional materials have been correlated with life-skill/role competencies; most competencies are correlated with one instructional material; one or two instructional materials may be limited for many competencies.
	3	Instructional materials have been correlated with life-skill/role competencies; most competencies are correlated with 2 or more instructional alternatives; the instructional materials may be limited for many competencies.
	4	Instructional materials have been correlated with life-skill/role competencies; most competencies are correlated with a variety of materials or a variety of materials are listed by program and with descriptions of life-skill/role competencies.
	5	Instructional materials have been correlated with life-skill/role competencies; a comprehensive correlation of life-skill/role competencies with a variety of instructional materials and methods has been completed by program (ABE, ESL, VESL).

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	MANAGEMENT
	1	A curriculum chart or procedure has not been developed.
	2	A curriculum chart or procedure has been developed listing competencies and materials but does not identify programs by level.
A.4.5	3	A curriculum chart or procedure has been developed; programs are identified; levels within programs may not have been referenced to instructional materials/ competencies or are only partially referenced.
Circle the item(s) you are rating; duplicate as necessary to rate items separately.	4	A curriculum chart or procedure has been developed; programs and levels within programs are identified and referenced to instructional materials; many of the same materials/procedures are listed for different levels.
	5	A curriculum chart or procedure has been developed; programs and levels within programs are identified and referenced to instructional materials. There is an impressive variety of materials, which are specifically geared to levels within programs.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	MANAGEMENT
B.1.1	1	Assessment system has not been developed to collect and report data relating to prior education and interests, goals, etc.
	2	An assessment system to collect student data has been developed; however, data collection instruments and profiles resulting from the assessment are incomplete, cursory or lacking in information relevant to CBAE instruction.
	3	An assessment system to collect student data has been developed; most student profiles contain information relevant to CBAE instruction; a process to transmit information may be unrealistic or lacking.
	4	An assessment system to collect student data has been developed; instruments and procedures to collect student data yield comprehensive profiles. A process for transmitting information is outlined but may not be fully implemented.
	5	An assessment system to collect student data has been developed; instruments and procedures yield comprehensive student profiles; a process for transmitting information for student benefit is fully implemented.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	MANAGEMENT
B.1.2	1	Monitoring system for ongoing assessment has not been developed.
	2	Monitoring system for ongoing assessment has been developed; instruments have been identified but may be inappropriate for life-skills assessment; responsibilities for administration and reporting are not stated.
	3	Monitoring system for ongoing assessment has been developed; instruments and procedures are appropriate but not comprehensive; responsibilities for administration are defined; reporting procedures are not defined.
	4	Monitoring system for ongoing assessment has been developed; instruments and procedures are appropriate for measuring progress within levels; responsibilities for administration and reporting are defined.
	5	Monitoring system for ongoing assessment has been developed; instruments and procedures are appropriate for measuring progress within and between programs and levels; responsibilities for administration and reporting are defined.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	MANAGEMENT
B.1.3	1	Assessment system to monitor program effects has not been developed.
	2	An assessment system to monitor program effects has been developed; instruments are inappropriate for life-skills measurement; procedures for data collection and analysis have not been defined.
	3	An assessment system to monitor program effects has been developed; instruments are appropriate for measurement of life-skills and basic skills; the assessment system may only monitor program effects for one level adequately; data collection procedures have been developed but analysis and reporting procedures have not.
	4	An assessment system to monitor program effects has been developed; instruments are appropriate for measurement of life-skills and basic skills in all programs and levels; data collection, analysis and reporting have been defined.
	5	A comprehensive assessment system to monitor total program effects has been fully implemented to allow for the measurement of life-skills, academic proficiencies and relevant attitudinal impact; data collection, analysis and reporting have been defined.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	MANAGEMENT
C.1.1	1	A guidance system for competency level placement has not been developed.
	2	A guidance system for competency level placement has been developed; placement is either inaccurate or cursory; testing varies according to the personnel available; personnel responsibilities are vague or lacking.
	3	A guidance system for competency level placement has been developed; testing procedures and instruments have been specified; procedures and instruments may not be accurate for all programs and levels or be conducted for all programs and levels.
	4	A guidance system for competency level placement has been developed; testing procedures, instruments and responsibilities have been defined; competency level placement is generally accurate but may not be conducted for all programs and levels.
	5	A guidance system for accurate competency level placement has been developed and fully implemented in all programs and levels.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	MANAGEMENT
C.1.2 C.1.3	1	Procedures for the certification and documentation of life skill competencies have not been developed.
	2	Procedures for certification of life skill competencies have been developed; procedures are not referenced to life skill competencies or do not reflect the curriculum content.
	3	Procedures for certification of life skill competencies have been developed; procedures are referenced to life competencies; procedures or standards may vary within programs and levels; personnel responsibilities may not be defined.
	4	Procedures for certification of life skill competencies have been developed; procedures are referenced to life skill areas and consistent within programs; not all program levels include competency certification.
	5	Certification of life skill comptencies is an integral part of instruction at all levels and programs; techniques are varied according to course content; personnel responsibilities are defined.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	MANAGEMENT
C.1.4	1	Open entry/open exit procedures have not been developed.
	2	Open entry/open exit is practiced; scheduling is not flexible and access to guidance is limited.
	3	Open entry/open exit is practiced and accommodated by flexible scheduling; students have some access to guidance but are not actively encouraged to use services.
	4	Open entry/open exit is practiced; guidance personnel actively encourage students to consult them for ongoing planning.
	5	Open entry/open exit is practiced; progress is tracked and students are made aware of guidance services at specified stages of progress; students rely on guidance services for assessment of progress, personal, vocational and educational planning.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	MANAGEMENT
D.1.1	1	Basic skills instruction and life skills competency attainment are taught in separate courses.
	2	Basic and life skills are taught in single classes but are presented separately or represent separate learning objectives.
	3	Most basic skills are taught in the context of life skills competencies in ABE classes, lower level ABE classes and ESL classes may still offer separate instruction for basic and life skills.
	4	Basic and life skills competencies are blended and integrated into course descriptions and instruction; lower level ESL skill courses may still emphasize development without reference to life skills contexts.
	5	Basic and life skills competencies are blended into course descriptions and instruction for all programs and levels; this is reflected in differential standards for identical competencies at different levels of instruction e.g. ESL I, II, III.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	MANAGEMENT
D.1.2	1	Instruction does not reflect accommodation to adult learning styles or needs; e.g. not student centered; no student input; lockstep scheduling and testing; no access to guidance, etc.
	2	Instructional system accommodates some adult needs but student input is limited, as is access to guidance; teaching methodologies stress only basic or academic skill acquisition; teaching includes few assessments of life-skill/role competencies.
	3	Instructional system accommodates adult learning styles and needs; methodologies are limited in the area of life skills/role competency attainment.
	4	A variety of teaching strategies are used that reflect research or adult learning styles; teaching methods that allow students to attain and demonstrate life skills/role competencies are emphasized.
	5	Immediacy, adaptiveness, practicality and planning are emphasized in the attainment and demonstration of life skills/role competencies; teaching staff at all levels and programs are knowledgeable in research on adult learning styles and have applied research in course planning.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	MANAGEMENT
E.1.1	1	A staff development program has not been designed.
	2	A staff development program has been designed; however, very few opportunities are available for certificated personnel; the program is not based on assessment of staff needs.
	3	A staff development program has been designed; some opportunities are available, at least partially based on staff needs; resources which are available for staff development outside the agency have not been identified.
	4	A staff development program has been designed which is responsive to the needs of staff; opportunities are made available within and outside of the local agency, depending upon the needs.
	5	Ongoing staff development program has been designed and implemented responsive to research in adult learning styles, changing technological, societal and environmental influences and shifts of local student needs; a variety of staff development resources have been identified.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	MANAGEMENT
E.1.2 E.1.3 E.1.4 E.1.5 E.1.6 E.1.7 E.1.8 F.1.4	1	A program evaluation plan has not been developed.
	2	A program evaluation plan has been developed; the plan does not include objectives to evaluate program elements and may be limited to collecting pre/post data on basic skills or language acquisition.
	3	A program evaluation plan has been developed; instruments, questions, information requirements, personnel responsibilities, analysis and reporting are specified for at least 2 program elements.
	4	An evaluation plan has been developed to collect, analyze and report program impact data for at least three elements including the instructional and staff development system.
	5	A comprehensive evaluation and program review plan has been developed and implemented for the major elements; emphasis is on continuous review for improvement based on the changing needs of the community in relation to educational competencies.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	MANAGEMENT
F.1.1	1	No awareness of the need for a knowledge of cultures represented in local adult programs.
	2	Awareness of the need for knowledge of values and traditions represented by various cultural groups but the instructional system does not reflect accommodation to traditions or values.
	3	Program planning reflects a knowledge of values and traditions represented by various ethnic groups; this may be true for only one ethnic group where more than one group is represented.
	4	Program managers and coordinators are knowledgeable about the values and traditions of the various cultures represented in the local program; managers and coordinators can describe management decisions based on the specific needs of ethnic groups.
	5	Cultural sensitivity and knowledge are integral to the management and coordination of all programs and levels as documented by ongoing staff development and management decisions based on the values, needs and traditions of local populations.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	MANAGEMENT
F.1.3	1	Professional growth objectives have not been developed.
	2	Professional growth objectives have been developed but are not based on an assessment of need in relation to management of CBAE programs.
	3	Professional growth objectives have been developed, at least partially based upon an assessment of need; activities to upgrade skills may be lacking or inadequate.
	4	A professional growth plan (including objectives and activities) has been developed based on an assessment of need; resources, while somewhat limited, have been identified.
	5	A comprehensive growth plan (including objectives, activities and outcomes) has been developed; a variety of resources to maintain and upgrade managerial skills have been identified within and outside of the local agency.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	GUIDANCE
B.1.1 B.1.2	1	As assessment system has not been developed to collect and report data relating to prior education and interests, goals, etc.
	2	An assessment system to collect student data has been developed; however, data collection instruments and profiles resulting from the assessment are incomplete, cursory or lacking in information relevant to CBAE instruction.
	3	An assessment system to collect student data has been developed; most student profiles contain information relevant to CBAE instruction; a process to transmit information may be unrealistic or lacking.
	4	An assessment system to collect student data has been developed; instruments and procedures to collect student data yield comprehensive profiles; a process for transmitting information is outlined but may not be fully implemented.
	5	An assessment system to collect student data has been developed; instruments and procedures yield comprehensive student profiles; a process for transmitting information for student benefit is fully implemented, including a feedback system to update profile information.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	GUIDANCE
C.1.1 C.1.2 C.1.3	1	Guidance system for competency level placement has not been developed.
	2	A guidance system for competency level placement has been developed; placement is either inaccurate or cursory; testing varies according to the personnel available; personnel responsibilities are vague or lacking.
	3	A guidance system for competency level placement has been developed; testing procedures and instruments have been specified; procedures and instruments may not be accurate for all programs and levels or be conducted for all programs and levels.
	4	A guidance system for competency level placement has been developed; testing procedures, instruments and responsibilities have been defined; competency level placement is generally accurate but may not be conducted for all programs and levels.
	5	A guidance system for accurate competency level placement has been developed and fully implemented in all programs and levels; the accuracy of placement is monitored for refinements as required.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING .	GUIDANCE
C.1.4	1	Placement procedures for basic instruction and life skills in separate courses have not been developed.
	2	Placement into basic and life-skills courses is done on the basis of separate assessments representing different courses.
	3	Most basic skills are assessed in the context of life skills competencies for placement in ABE classes; lower level ABE classes and ESL classes may still offer separate instruction for basic and life skills.
	4	Basic life skills competencies are blended and integrated into placement and instruction; lower level ESL skill courses may still emphasize development without reference to life skills contexts.
	5	Basic and life skills competencies are blended into placement and instruction for all programs and levels; this is reflected in differential placement standards for identical competencies at different levels of instruction e.g. ESL I, II, III.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	GUIDANCE
C.1.5 C.1.6	1	Procedures for the certification and documentation of life skill competencies have not been developed.
	2	Procedures for certification of life skill competencies have been developed; procedures are not referenced to life skill competencies or do not reflect the curriculum content.
	3	Procedures for certification of life skill competencies have been developed; procedures are referenced to life skill competencies; procedures or standards may vary within programs and levels; guidance personnel responsibilities may not be defined.
	4	Procedures for certification of life skill competencies have been developed; procedures are referenced to life skill areas and consistent within programs; not all programs and levels include competency certification.
	5	Certification of life skill competencies is an integral part of guidance and instruction at all levels and programs; techniques are varied according to course content; guidance personnel responsibilities are defined.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	GUIDANCE
C.1.7	1	Applied performance techniques are not utilized for certification of life skills/role competencies.
	2	At least one certification technique is used that might be termed applied performance; procedures are not in written form; records may not be kept.
	3	Applied performance certification techniques are used; techniques may not be particularly flexible or use outside assessors/certifiers; procedures may have questionable validity.
	4	Applied performance certification techniques are used; outside community members may be used as assessors; records and procedures on applied performance are kept on file.
	5	A comprehensive applied performance assessment/guidance system has been fully implemented for all programs and levels; a resource guide for the use of outside assessors, guidance assistance and classroom techniques has been compiled.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	GUIDANCE
C.1.8	1	Open entry/open exit procedures have not been developed.
	2	Open entry/open exit is practiced; scheduling is not flexible and access to guidance is limited.
	3	Open entry/open exit is practiced and accommodated by flexible scheduling; students have some access to guidance but are not actively encouraged to use services.
	4	Open entry/open exit is practiced; guidance personnel actively encourage students to consult them for ongoing planning.
	5	Open entry/open exit is practiced; progress is tracked and students are made aware of guidance services at specified stages of progress; students rely on guidance services for assessment of progress, personal and vocational and educational planning.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	GUIDANCE
F.1.1	1	No awareness of the need for a knowledge of cultures represented in local adult programs.
	2	There is an awareness of the need for knowledge of values and traditions represented by various cultural groups but the guidance system does not reflect accommodation to traditions or values.
	3	Guidance reflects a knowledge of values and traditions represented by various ethnic groups; this may be true for only one ethnic group where more than one group is represented.
	4	Guidance personnel are knowledgeable about the values and traditions of the various cultures represented in the local program; there is evidence that guidance procedures are based on the specific needs of ethnic groups.
	5	Cultural sensitivity and knowledge are integral to the guidance functions of all programs and levels and documented by ongoing staff development and guidance recommendations based on the values, needs and traditions of local populations.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	GUIDANCE
F.1.2	1	Community resources are not used by guidance personnel.
	2	Guidance personnel have identified at least two potential community resources useful for advisement; resources may not be considered during advisement.
	3	Guidance personnel have identified and use at least 3 community resources when indicated during advisement.
	4	Guidance personnel have identified and use a variety of community resources for employment, health and consumer services; these resources are referred to on a regular basis during advisement.
	5	Guidance personnel have developed and implemented a comprehensive system for the use of community resources during advisement; the system includes regular use of health, consumer, cultural, counseling or other specific referrals.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	GUIDANCE
F.1.3 F.1.4 F.1.5 F.1.6	1	Advisement regarding educational opportunities beyond short-term goals is not provided to students; communication between guidance and instructional personnel does not occur.
	2	Students are provided with information as to educational opportunities within the agency; communication between guidance and instructional staff may be infrequent or unproductive.
	3	Students are provided with information as to educational opportunities within the agency; communication between guidance and instructional personnel occurs, but not for the purpose of instructional and guidance program improvement.
	4	Guidance goes beyond short-term basic skills goals; students are advised of options within the program (vocational, GED, etc.) at specified intervals; a system is in place for two-way communication between guidance and instructional staff encompassing at least one program.
	5	Guidance and instructional staff meet together on a regular basis to assess and coordinate advisement and guidance programs; an effective two-way communication system is implemented for individual program revisions at all programs and levels.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	GUIDANCE
F.1.7	1	Data is not collected or provided to program management.
	2	Data is collected and provided but not specifically for improvement of the guidance component; pre/post test scores are provided only.
	3	Data is collected and provided to program management; results are not used to improve the guidance system.
	4	Data is collected and provided to program management; management and guidance personnel analyze the results to improve placement and assessment procedures for at least one program.
	5	Data is collected and provided to program management; management and guidance personnel analyze the results to improve placement and assessment procedures for all programs and levels.

ITEMS/ ELEMENTS	SCALE RATING	GUIDANCE
F.1.8	1	Professional growth objectives have not been developed.
	2	Professional growth objectives have been developed but are not based on an assessment of need in relation to guidance in CBAE programs.
	3	Professional growth objectives have been developed, at least partially based upon an assessment of need; activities to upgrade skills may be lacking or inadequate.
	4	A professional growth plan (including objectives and activities) has been developed based on an assessment of need; resources, while somewhat limited, have been identified.
	5	A comprehensive growth plan (including objectives, activities and outcomes) has been developed; a variety of resources to maintain and upgrade guidance skills have been identified within and outside of the local agency.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	INSTRUCTION
A.1.1 A.1.2 A.1.3 A.1.4 A.1.5 A.1.6 A.1.7 A.1.8	1	Low: Philosophy statement has not been developed; no plans. High: Planning for development of philosophy statement; process is outlined (meetings, instruments, discussions, etc.).
	2	Philosophy statement has been developed; the statement is general, may be very brief and addresses 3 or less of the key elements.
	3	Philosophy statement has been developed; at least 4 of the key elements are covered; key elements which are addressed could be expanded; some information may not be in agreement with CBAE principles.
Circle the item(s) you are rating; duplicate as necessary to rate items separately.	4	Philosophy statement has been developed; at least 5 key elements have been addressed; statement is precise and accurately expresses CBAE principles.
	5	Philosophy statement has been developed; all key elements are addressed in a comprehensive and accurate fashion.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	INSTRUCTION
A.3.2 A.3.4 A.3.5	1	A comprehensive list of life skills has not been developed/identified; instructional materials have not been identified and correlated to basic and life skills.
	2	A comprehensive list of life skills has been developed; there is at least a partial correlation of materials to life and basic skills; a written plan is not developed or used.
	3	An instructional competency delivery plan has been developed; a partial correlation of materials with basic and life competencies has been completed and is used for at least one program and level.
	4	An instructional competency delivery plan has been developed and is used for at least one program and level; instructional materials have been correlated to basic and life skills competencies and coded by program and level.
	5	A comprehensive instructional competency delivery plan has been fully implemented at all programs and levels; instructional materials are referenced to basic and life skills/role competencies and coded by program and level.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	INSTRUCTION
A.3.3	1	Competencies to be taught at each level have not been identified.
	2	Competencies have been defined by level; many competencies listed may be inappropriate at the levels specified. There are few or no materials to support competencies.
	3	Competencies have been defined by level; the competencies may not be supported with adequate curriculum materials or be inappropriate in a few cases.
	4	Competencies have been defined by levels within programs; an adequate, if not excellent, range of curriculum materials support instruction.
	5	Competencies have been defined for all programs and levels within programs; a system has been developed to teach competencies (the same) at varying levels using different techniques and materials.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	INSTRUCTION
A.3.6	1	A process for identification of new competency based materials has not been developed.
	2	A plan or procedure for the identification of new competency based materials has been developed; the procedure does not have provisions to identify materials for competencies listed for which few or no materials have been used.
	3	A procedure for the identification of new competency based materials has been developed for at least one program; critically needed materials may be identified but have not been correlated.
	4	A procedure for identification of materials has been developed and is used to provide critically needed materials and methods; all new materials are correlated with life skills/role competencies.
	5	A procedure for the identification and correlation of critically needed materials has been implemented for all programs (ESL, ABE, VESL) and levels.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	INSTRUCTION
C.1.1 C.1.2 C.1.3 C.1.4 C.1.5 C.1.6 Circle the item(s) you are rating; duplicate as necessary to rate items separately.	1	Student profiles are not used or provided to instructional staff for planning.
	2	Student profiles are provided to instructional staff but are used on a very limited basis to plan instruction; profiles may contain little or useless information.
	3	Student profiles are used by some teachers to plan instruction; vocational goals, skills and interests are included as profile information.
	4	Profiles are used by all teachers in one program and level (e.g. ESL: Beginning), to plan instruction; profiles contain personal, professional and educational goals as well as relevant life experience.
	5	Profiles are used for student-centered instruction at all programs and levels; profiles are comprehensive and include information pertaining to goals, interests, skills, past experiences, health and/or relevant personal concerns.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	INSTRUCTION
C.1.7	1	No awareness of the need for a knowledge of cultures represented in local adult programs.
	2	Awareness of the need for knowledge of values and traditions represented by various cultural groups but the instructional system does not reflect accommodation to traditions or values.
	3	Instructional planning reflects a knowledge of values and traditions represented by various ethnic groups; this may be true for only one ethnic group where more than one group is represented.
	4	Program instructors are knowledgeable about the values and traditions of the various cultures represented in the local program; instructors can describe instructional processes based on the specific needs of ethnic groups.
	5	Cultural sensitivity and knowledge are integral to the instructional delivery system in all programs and levels as documented by ongoing staff development; instructional processes are based on the values, needs and traditions of local populations.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	INSTRUCTION
	1	A locator system for competency level placement has not been developed.
	2	A locator system for competency level placement has been developed; placement is either inaccurate or cursory; testing varies according to the teachers available; personnel responsibilities are vague or lacking.
C.1.8	3	A locator system for competency level placement has been developed; testing procedures and instruments have been specified; procedures and instruments may not be accurate for all programs and levels or be conducted for all programs and levels.
	4	A locator system for competency level placement has been developed; testing procedures, instruments and responsibilities have been defined; competency level placement is generally accurate but may not be conducted for all programs and levels.
	5	A locator system for accurate competency level placement has been developed and fully implemented in all programs and levels.
		EXAMPLE: Student data forms from CBAE (ABE/ESL) program, Adult and Continuing Education, San Diego Community College District (Section IIA; also see ESL course outlines for exit criteria on competency level attainment)

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	INSTRUCTION
C.1.9 C.1.10	1	Procedures for the certification and documentation of life skill competencies have not been developed.
	2	Procedures for certification of life skill competencies have been developed; procedures are not referenced to life skill competencies or do not reflect the curriculum content; a record keeping system and movement criteria are not established.
	3	Procedures for certification of life skill competencies have been developed; procedures are referenced to life competencies; procedures or standards may vary within programs and levels; personnel responsibilities may not be defined; criteria for movement between programs have been established.
	4	Procedures for certification of life skill competencies have been developed; procedures are referenced to life skill areas and consistent within programs; not all program levels include competency certification.
	5	Certification of life skill competencies is an integral part of instruction at all levels and programs; techniques are varied according to course content; personnel responsibilities are defined and procedures for movement are established.
		EXAMPLE: See competency verification from CBAE (ABE/ESL) program, Adult and Continuing Education, San Diego Community College District (Section II, pages 14, 15)

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	INSTRUCTION
C.1.11 C.1.12	1	Advisement regarding educational opportunities beyond short-term goals is not provided to students; communication between guidance and instructional personnel does not occur.
	2	Students are provided with information as to educational opportunities within the agency; communication between guidance and instructional staff may be infrequent or unproductive.
	3	Students are provided with information as to educational opportunities within the agency; communication between guidance and instructional personnel occurs, but not for the purpose of instructional and guidance program improvement or facilitation of student achievement.
	4	Instruction goes beyond short-term basic skills goals; students are advised of options within the program (vocational, GED, etc.) at specified intervals; a system is in place for two-way communication between guidance and instructional staff encompassing at least one program to identify and improve planning or placement.
	5	Guidance and instructional staff meet together on a regular basis to assess and coordinate instructional and guidance programs; an effective two-way communication system is implemented for individual program revisions at all programs and levels.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	INSTRUCTION
D.1.1	1	Instruction does not reflect accommodation to adult learning styles or needs; e.g. not student centered; no student input; lockstep scheduling and testing; no access to guidance, etc.
	2	Instructional system accommodates some adult needs but student input is limited, as is access to guidance; teaching methodologies stress only basic or academic skill acquisition; teaching includes few assessments of life-skills/role competencies.
	3	Instructional system accommodates adult learning styles and needs; methodologies are limited in the area of life skills/role competency attainment; no outside resources are used.
	4	A variety of teaching strategies are used that reflect research and adult learning styles; teaching methods that allow students to attain and demonstrate life skills/role competencies are emphasized; applied performance testing is used.
	5	Immediacy, adaptiveness, practicality and planning are emphasized in the attainment and demonstration of life skills/role competencies; teaching staff at all levels and programs are knowledgeable in research on adult learning styles and have applied research in course planning.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	INSTRUCTION
D.1.2	1	Materials are not tested for effectiveness by administering unit or criterion-referenced tests; CASAS items are not used to validate materials.
	2	Unit tests are administered for some materials; CASAS items are not used to validate materials but are administered previous to and following 100 hours of instruction.
	3	Both unit and criterion tests are administered for most life skills materials and all basic skills materials; CASAS items are administered following 100 hours of instruction but not for materials validation.
	4	Criterion-referenced and unit tests are administered frequently to test the effectiveness of materials; CASAS items have been matched to materials at some program levels to test effectiveness.
	5	The effectiveness of basic and life skills/role competencies materials are evaluated through unit tests, CASAS items and criterion-referenced tests for all programs and levels.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	INSTRUCTION
D.1.3	1	CASAS instruments and support materials are not used.
	2	CASAS instruments are used, but are limited to pre/post testing previous to and following 100 hours of instruction.
	3	CASAS instruments are used for pre/post testing and, to a limited extent, for evaluation of materials in at least one program level.
	4	CASAS life skills tests, locator tests and test items are used for curriculum improvement and materials evaluation in at least one program and level (e.g. ABE 1, 2, 3).
	5	CASAS instruments and support materials are used for refinement and improvement of curriculum at all programs and levels; instructors have received training in the use of CASAS to include administration and analysis of results for curriculum improvement.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	INSTRUCTION
D.1.4	1	Assessment results are not shared with learners.
	2	Assessment and evaluation results are shared with learners on a limited basis without reference to personal goals; assessments are infrequent.
	3	Assessment and evaluation results are shared with adult learners on a limited basis; assessments are shared with reference to individual goals; cooperative planning is infrequent.
	4	Assessment and evaluation results are shared with adult learners on a regular basis; while assessments may not be comprehensive, cooperative planning occurs during conferencing.
	5	Comprehensive assessment and evaluation results are provided to adult learners on a regular basis; results are presented in the context of individual student goals; assessments and conferences are a frequent and integral part of instruction.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	INSTRUCTION
E.2.1 E.2.2	1	Data is not collected or provided to program management; no input has been given by instructors to develop evaluation plans.
	2	Data is collected and provided but not specifically for improvement of the instructional component; pre/post test scores are provided only.
	3	Data is collected and provided to program management; results are not used to improve the instructional system.
	4	Data is collected and provided to program management; management and instructional personnel analyze the results to improve placement and teaching procedures for at least one program.
	5	Data is collected and provided to program management; management and instructional personnel analyze the results to improve placement and procedures for all programs and levels.

SCORING CRITERIA

ITEMS/ ELEMENTS	SCALE RATING	INSTRUCTION
.1.1	1	Professional growth objectives have not been developed.
	2	Professional growth objectives have been developed but are not based on an assessment of need in relation to instructional skills in CBAE programs.
	3	Professional growth objectives have been developed, at least partially based upon an assessment of need; activities to upgrade skills may be lacking or inadequate.
	4	A professional growth plan (including objectives and activities) has been developed based on an assessment of need; resources, while somewhat limited, have been identified.
	5	A comprehensive growth plan (including objectives, activities and outcomes) has been developed; a variety of resources to maintain and upgrade instructional skills have been identified within and outside of the local agency.

CBAE MANAGEMENT

Scoring Forms

SCORING FORMS: MANAGEMENT

The scoring forms include the items and are coded by letter and number; letters refer to the following program elements or strands:

A. The CBAE Student Assessment System

B. The CBAE Student Guidance System

C. The CBAE Student Instructional System

D. The CBAE Classroom Management System

E. The CBAE Staff Development System

F. Cultural awareness, personal growth program and strand interrelationships

Use the space provided between items to make comments relating to planning needs; if an item does not apply to your agency, print NA next to the item and provide an explanation in the space provided beneath the item. Use the Scoring Criteria (pages 25 to 35) in the Manual of Instructions to determine the appropriate scale ratings. If you have difficulty in arriving at a rating or have any questions about items, ask your group leader for assistance.

RESPOND TO EACH ITEM BASED ON AN ASSESSMENT OF THE EXTENT TO WHICH YOU ARE PERFORMING OR HAVE CONDUCTED THE ACTIVITY.

AS MANAGER/DIRECTOR/COORDINATOR OF A CBAE PROGRAM, I:	NONE/NOT AT ALL 1	VERY LITTLE (LOW) 2	SOMEWHAT 3	VERY MUCH 4	A GREAT DEAL 5

CBAE PHILOSOPHY A.1.1 - A.2.3

A.1.1 Provided leadership in developing a philosophy statement concurring in principle with the six key elements of CBAE programs.

(The actual statement addresses key elements A.1.2 - A.1.7)

COMMENTS/DOCUMENTATION: ____________________

A.1.2 Developed a statement that defines how outcomes are life skill/role competencies which are explicit, known and agreed upon by student, community and institutions.

COMMENTS/DOCUMENTATION: ____________________

A.1.3 Developed a statement that defines how time is related to the abilities and needs of the learner who must demonstrate competence.

COMMENTS/DOCUMENTATION: ____________________

INDIVIDUAL PROFILE ☐

COMPOSITE (TEAM) ☐

MANAGEMENT

RESPOND TO EACH ITEM BASED ON AN ASSESSMENT OF THE EXTENT TO WHICH YOU ARE PERFORMING OR HAVE CONDUCTED THE ACTIVITY.

INDIVIDUAL PROFILE ☐
COMPOSITE (TEAM) ☐

MANAGEMENT

S MANAGER/DIRECTOR/COORDINATOR F A CBAE PROGRAM, I:	NONE/NOT AT ALL 1	VERY LITTLE (LOW) 2	SOMEWHAT 3	VERY MUCH 4	A GREAT DEAL 5
A.1.4 Developed a statement that defines how instruction is related to the experiences, abilities and needs of the adult learner and is therefore flexible and not constrained by time.					

COMMENTS/DOCUMENTATION: ____________________

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A.1.5 Developed a statement that defines how assessment describes each learner and the effect the instructional program has on him/her.					

COMMENTS/DOCUMENTATION: ____________________

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A.1.6 Developed a statement that defines how certification is the formal demonstration/documentation of competency attainment.					

COMMENTS/DOCUMENTATION: ____________________

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INDIVIDUAL PROFILE ☐
COMPOSITE (TEAM) ☐

MANAGEMENT

RESPOND TO EACH ITEM BASED ON AN ASSESSMENT OF THE EXTENT TO WHICH YOU ARE PERFORMING OR HAVE CONDUCTED THE ACTIVITY.

AS MANAGER/DIRECTOR/COORDINATOR OF A CBAE PROGRAM, I:	NONE/NOT AT ALL 1	VERY LITTLE (LOW) 2	SOMEWHAT 3	VERY MUCH 4	A GREAT DEAL 5
A.1.7 Developed a statement that defines how program evaluation and adaptability is an institutional necessity to continually adapt to the changing societal needs and variety of individual student needs.					
	COMMENTS/DOCUMENTATION:				
A.1.8 Developed a statement reflecting local community/district educational goals.					
	COMMENTS/DOCUMENTATION:				
A.2.1 Provided leadership in developing a statement of program purposes, expressed in terms of student benefits, for ESL students.					
	COMMENTS/DOCUMENTATION:				

RESPOND TO EACH ITEM BASED ON AN ASSESSMENT OF THE EXTENT TO WHICH YOU ARE PERFORMING OR HAVE CONDUCTED THE ACTIVITY.

AS MANAGER/DIRECTOR/COORDINATOR OF A CBAE PROGRAM, I:	NONE/NOT AT ALL 1	VERY LITTLE (LOW) 2	SOMEWHAT 3	VERY MUCH 4	A GREAT DEAL 5
A.2.2 Provided leadership in developing a statement of program purposes, expressed in terms of student benefits, for vocational ESL students (VESL).					
	COMMENTS/DOCUMENTATION:				
A.2.3 Provided leadership in developing a statement of program purposes, expressed in terms of student benefits, for adult basic education students.					
	COMMENTS/DOCUMENTATION:				
COMPETENCY IDENTIFICATION, INSTRUCTION AND PLANNING **A.3.1 - A.4.5**					
A.3.1 Provided leadership in the identification of competencies through community input and involvement.					
	COMMENTS/DOCUMENTATION:				

INDIVIDUAL PROFILE ☐

COMPOSITE (TEAM) ☐

MANAGEMENT

RESPOND TO EACH ITEM BASED ON AN ASSESSMENT OF THE EXTENT TO WHICH YOU ARE PERFORMING OR HAVE CONDUCTED THE ACTIVITY.

INDIVIDUAL PROFILE ☐
COMPOSITE (TEAM) ☐

MANAGEMENT

AS MANAGER/DIRECTOR/COORDINATOR OF A CBAE PROGRAM, I:	NONE/NOT AT ALL 1	VERY LITTLE (LOW) 2	SOMEWHAT 3	VERY MUCH 4	A GREAT DEAL 5
A.3.2 Compiled or provided leadership in compiling a comprehensive list of life skill/role competencies; the list explicitly identifies competencies which have been verified and/or prioritized by community representatives.					
	COMMENTS/DOCUMENTATION:				
A.4.1 Provided leadership in developing an ESL instructional delivery system that correlates instructional materials with life skill/role competencies.					
	COMMENTS/DOCUMENTATION:				
A.4.2 Provided leadership in developing a VESL instructional delivery system that correlates instructional materials with life skill/role competencies.					
	COMMENTS/DOCUMENTATION:				

RESPOND TO EACH ITEM BASED ON AN ASSESSMENT OF THE EXTENT TO WHICH YOU ARE PERFORMING OR HAVE CONDUCTED THE ACTIVITY.

INDIVIDUAL PROFILE ☐
COMPOSITE (TEAM) ☐

MANAGEMENT

AS MANAGER/DIRECTOR/COORDINATOR OF A CBAE PROGRAM, I:	NONE/NOT AT ALL 1	VERY LITTLE (LOW) 2	SOMEWHAT 3	VERY MUCH 4	A GREAT DEAL 5
A.4.3 Provided leadership in developing an ABE instructional delivery system that correlates instructional materials with life skill/role competencies.					
	COMMENTS/DOCUMENTATION:				
A.4.5 Compiled or provided leadership in compiling a curriculum chart that lists competencies referenced to instructional materials used to attain the competencies; the chart specifies local programs by level: ABE, ESL, VESL (Circle one or more)					
	COMMENTS/DOCUMENTATION:				
ASSESSMENT SYSTEM: B.1.1 - B.1.3					
B.1.1 Provided leadership in developing an assessment system that results in comprehensive student profiles to include prior education interests, goals, etc...; a specific process is included to gather and transmit information for students' benefit.					
	COMMENTS/DOCUMENTATION:				

RESPOND TO EACH ITEM BASED ON AN ASSESSMENT OF THE EXTENT TO WHICH YOU ARE PERFORMING OR HAVE CONDUCTED THE ACTIVITY.

INDIVIDUAL PROFILE ☐
COMPOSITE (TEAM) ☐

MANAGEMENT

AS MANAGER/DIRECTOR/COORDINATOR OF A CBAE PROGRAM, I:	NONE/NOT AT ALL 1	VERY LITTLE (LOW) 2	SOMEWHAT 3	VERY MUCH 4	A GREAT DEAL 5
B.1.2 Provided leadership in developing a monitoring system for ongoing assessment as students progress; a listing of specific instruments and responsibilities for administration and reporting are included, especially process tools for life skills attainment.					
B.1.3 Provided leadership in developing an assessment system to monitor program effects (total as opposed to individual progress); instruments, including CASAS, have been identified with procedures for use and interpretation.					

COMMENTS, DOCUMENTATION: ______________________

COMMENTS/DOCUMENTATION: ______________________

GUIDANCE SYSTEM: C.1.1 - C.1.4

C.1.1 Provided leadership in developing a guidance system for student competency level placement; the placement system specifies what instruments/techniques are used, personnel responsible, when teating/interviewing occurs and how (individual, group, etc...) it is conducted.					

COMMENTS/DOCUMENTATION: ______________________

RESPOND TO EACH ITEM BASED ON AN ASSESSMENT OF THE EXTENT TO WHICH YOU ARE PERFORMING OR HAVE CONDUCTED THE ACTIVITY.

AS MANAGER/DIRECTOR/COORDINATOR OF A CBAE PROGRAM, I:	NONE/NOT AT ALL 1	VERY LITTLE (LOW) 2	SOMEWHAT 3	VERY MUCH 4	A GREAT DEAL 5
C.1.2 Provided leadership in developing/identifying documentation procedures for life skill competencies; the system includes a description of comtencies referenced to the instruments/procedures, personnel responsible and how and where the documentation is recorded.					
	COMMENTS/DOCUMENTATION:				
C.1.3 Provided leadership in developing a guidance system that tracks students' movement through the instructional program by means of attained life skill/role competency.					
	COMMENTS/DOCUMENTATION:				
C.1.4 Provided leadership in developing an open entry/open exit program with access to guidance as the key element.					
	COMMENTS/DOCUMENTATION:				

RESPOND TO EACH ITEM BASED ON AN ASSESSMENT OF THE EXTENT TO WHICH YOU ARE PERFORMING OR HAVE CONDUCTED THE ACTIVITY.

INDIVIDUAL PROFILE ☐
COMPOSITE (TEAM) ☐

MANAGEMENT

AS MANAGER/DIRECTOR/COORDINATOR OF A CBAE PROGRAM, I:	NONE/NOT AT ALL 1	VERY LITTLE (LOW) 2	SOMEWHAT 3	VERY MUCH 4	A GREAT DEAL 5
INSTRUCTIONAL SYSTEM: D.1.1 - D.1.2					
D.1.1 Provided leadership in developing/identifying an instructional system that blends basic skills instruction with life skill/role competency attainment.					
	COMMENTS/DOCUMENTATION: ____________________				
D.1.2 Provided leadership in developing/identifying a variety of teaching strategies that incorporate research on adult learning styles; the strategies and techniques allow adult students to attain and demonstrate life skill/role competencies.					
	COMMENTS/DOCUMENTATION: ____________________				

RESPOND TO EACH ITEM BASED ON AN ASSESSMENT OF THE EXTENT TO WHICH YOU ARE PERFORMING OR HAVE CONDUCTED THE ACTIVITY.

AS MANAGER/DIRECTOR/COORDINATOR OF A CBAE PROGRAM, I:	NONE/NOT AT ALL 1	VERY LITTLE (LOW) 2	SOMEWHAT 3	VERY MUCH 4	A GREAT DEAL 5
STAFF DEVELOPMENT AND EVALUATION: E.1.1 - E.1.8					
E.1.1 Developed or provided leadership in designing a staff development program for certificated personnel; the program includes identification of staff needs, activities to address needs and desirable outcomes of activities.					
E.1.2 Formulated evaluation questions (ask questions) based on staff input, program purposes and personal observations/concerns in relation to: A. The CBAE Student Assessment System. B. The CBAE Student Guidance System. C. The CBAE Student Instructional System. D. The CBAE Classroom Management System. E. The CBAE Staff Development System.					

COMMENTS/DOCUMENTATION: ______________________________

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COMMENTS/DOCUMENTATION: ______________________________

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INDIVIDUAL PROFILE ☐

COMPOSITE (TEAM) ☐

MANAGEMENT

INDIVIDUAL PROFILE ☐
COMPOSITE (TEAM) ☐

MANAGEMENT

RESPOND TO EACH ITEM BASED ON AN ASSESSMENT OF THE EXTENT TO WHICH YOU ARE PERFORMING OR HAVE CONDUCTED THE ACTIVITY.

AS MANAGER/DIRECTOR/COORDINATOR OF A CBAE PROGRAM, I:	NONE/NOT AT ALL 1	VERY LITTLE (LOW) 2	SOMEWHAT 3	VERY MUCH 4	A GREAT DEAL 5
E.1.3 Developed objectives to evaluate the program elements. (A-E).					
	COMMENTS/DOCUMENTATION:				
E.1.4 Identified/determined what information is needed and the appropriate sources to assess the attainment of CBAE program objectives.					
	COMMENTS/DOCUMENTATION:				
E.1.5 Identified evaluation instruments (tests, surveys, interviews, etc.) to assess the attainment of CBAE program objectives.					
	COMMENTS/DOCUMENTATION:				

RESPOND TO EACH ITEM BASED ON AN ASSESSMENT OF THE EXTENT TO WHICH YOU ARE PERFORMING OR HAVE CONDUCTED THE ACTIVITY.

AS MANAGER/DIRECTOR/COORDINATOR OF A CBAE PROGRAM, I:	NONE/NOT AT ALL 1	VERY LITTLE (LOW) 2	SOMEWHAT 3	VERY MUCH 4	A GREAT DEAL 5
E.1.6 Specified staff responsibility for completion of instruments, data collection and timelines for tasks.					
	COMMENTS/DOCUMENTATION:				
E.1.7 Analyzed and reported data to staff, students and other interested parties.					
	COMMENTS/DOCUMENTATION:				
E.1.8 Used program evaluation information to modify, refine or restructure program elements.					
	COMMENTS/DOCUMENTATION:				

INDIVIDUAL PROFILE ☐
COMPOSITE (TEAM) ☐

MANAGEMENT

RESPOND TO EACH ITEM BASED ON AN ASSESSMENT OF THE EXTENT TO WHICH YOU ARE PERFORMING OR HAVE CONDUCTED THE ACTIVITY.

INDIVIDUAL PROFILE ☐
COMPOSITE (TEAM) ☐

MANAGEMENT

AS MANAGER/DIRECTOR/COORDINATOR OF A CBAE PROGRAM, I:	NONE/NOT AT ALL 1	VERY LITTLE (LOW) 2	SOMEWHAT 3	VERY MUCH 4	A GREAT DEAL 5
F.1.1 Utilized knowledge of the various cultures represented in local adult programs and make program management decisions taking into consideration the values, traditions and needs of ethnic groups.					
	COMMENTS/DOCUMENTATION:				
F.1.2 Know and utilized procedures for attendance accounting, enrollment and budget in accordance with 306 regulations.					
	COMMENTS/DOCUMENTATION:				
F.1.3 Maintained and upgraded my managerial skills through the establishment of yearly professional growth objectives.					
	COMMENTS/DOCUMENTATION:				

RESPOND TO EACH ITEM BASED ON AN ASSESSMENT OF THE EXTENT TO WHICH YOU ARE PERFORMING OR HAVE CONDUCTED THE ACTIVITY.

INDIVIDUAL PROFILE ☐
COMPOSITE (TEAM) ☐

MANAGEMENT

AS MANAGER/DIRECTOR/COORDINATOR OF A CBAE PROGRAM, I:	NONE/NOT AT ALL 1	VERY LITTLE (LOW) 2	SOMEWHAT 3	VERY MUCH 4	A GREAT DEAL 5
F.1.4 Developed an ongoing program-review process sensitive to the changing needs of community in relation to educational competencies likely to be useful in the future.					

COMMENTS/DOCUMENTATION:

203

CBAE GUIDANCE

Scoring Forms

(Supplement)

SCORING FORMS: GUIDANCE

The scoring forms include the items and are coded by letter and number; letters refer to the following program elements or strands:

- A. The CBAE Student Assessment System
- B. The CBAE Student Guidance System
- C. The CBAE Student Instructional System
- D. The CBAE Classroom Management System
- E. The CBAE Staff Development System
- F. Cultural awareness, personal growth program and strand interrelationships

Use the space provided between items to make comments relating to planning needs; if an item does not apply to your agency, print NA next to the item and provide an explanation in the space provided beneath the item. Use the Scoring Criteria (pages 25 to 35) in the Manual of Instructions to determine the appropriate scale ratings. If you have difficulty in arriving at a rating or have any questions about items, ask your group leader for assistance.

INDIVIDUAL PROFILE ☐
COMPOSITE (TEAM) ☐

GUIDANCE

RESPOND TO EACH ITEM BASED ON AN ASSESSMENT OF THE EXTENT TO WHICH YOU ARE PERFORMING OR HAVE CONDUCTED THE ACTIVITY.

AS A COUNSELOR (OR TEACHER-MANAGER WHO FUNCTIONS AS COUNSELOR) IN A CBAE PROGRAM, I:	NONE/NOT AT ALL 1	VERY LITTLE (LOW) 2	SOMEWHAT 3	VERY MUCH 4	A GREAT DEAL 5
B.1.1 Develop(ed) and utilize(d) instruments and procedures to develop comprehensive student profiles to include past educational achievement, employment experiences, interests, short-term educational and personal goals as well as other information relevant to CBAE instruction.					
B.1.2 Develop(ed) and utilize(d) a system to communicate with instructional staff concerning the utility and relevance of student profile information (the profiles are made available to instructional staff).					
C.1.1 Develop(ed) and utilize(d) methods and instruments for student placement; the methods and instruments and procedures for use are clearly defined (in written form).					
C.1.2 Utilize(d) instruments for placement by local program level (ABE, ESL, VESL, high school completion).					
C.1.3 Develop(ed) and utilize(d) a system for communicating with the instructional staff concerning the accuracy of placement techniques for refinement of placement procedures.					
C.1.4 Utilize(d) and identify(ied) instruments and methods that yield placement information describing basic skills and basic skills in relation to life skill/role competencies.					

INDIVIDUAL PROFILE ☐
COMPOSITE (TEAM) ☐

GUIDANCE

RESPOND TO EACH ITEM BASED ON AN ASSESSMENT OF THE EXTENT TO WHICH YOU ARE PERFORMING OR HAVE CONDUCTED THE ACTIVITY.

	AS A COUNSELOR (OR TEACHER-MANAGER WHO FUNCTIONS AS COUNSELOR) IN A CBAE PROGRAM, I:	NONE/NOT AT ALL 1	VERY LITTLE (LOW) 2	SOMEWHAT 3	VERY MUCH 4	A GREAT DEAL 5
C.1.5	Use instruments and methods for life skill/role competency documentation; the process and procedures are well defined by local program level (ABE, ESL, VESL). The methods used for documentation, including who documents, what is used and where records are kept is in written form.					
C.1.6	Develop(ed) and utilize(d) a system to track or monitor student progress through the program which is based on attainment of life skill/role competencies. Guidelines, including a listing of competencies and criteria for attainment and movement are in written form.					
C.1.7	Know about and utilize(d) a variety of applied performance techniques for the certification of life skills/roles. The techniques are flexible, and may utilize communtiy members as assessors/certifiers. Records on procedures used for applied performance are kept on file for review.					
C.1.8	Develop(ed) and utilize(d) a system for maintaining open entry/open exit procedures; the system includes ongoing student access to advisement upon entry. Adult students and instructors are aware of access to advisement and encouraged to take advantage of services.					
F.1.1	Develop(ed) a knowledge of and sensitivity to the values and traditions of adult students representing various ethnic backgrounds; cultural factors are taken into consideration during advisement, assessment, placement, monitoring and certification.					

INDIVIDUAL PROFILE ☐
COMPOSITE (TEAM) ☐

GUIDANCE

RESPOND TO EACH ITEM BASED ON AN ASSESSMENT OF THE EXTENT TO WHICH YOU ARE PERFORMING OR HAVE CONDUCTED THE ACTIVITY.

AS A COUNSELOR (OR TEACHER-MANAGER WHO FUNCTIONS AS COUNSELOR) IN A CBAE PROGRAM, I:	NONE/NOT AT ALL 1	VERY LITTLE (LOW) 2	SOMEWHAT 3	VERY MUCH 4	A GREAT DEAL 5
F.1.2 Am aware of and utilize local community resources when indicated during advisement (eg. employment, health, consumer, cultural or specific community counseling resources); referral references are listed and updated.					
F.1.3 Am aware of and utilize CBAE program purposes for student benefit; options regarding prevocational training, vocational skills, GED preparation, AB 65 requirements and post-secondary preparation are considered with reference to individual student goals.					
F.1.4 Am aware of information required by the instructional staff through regular communication.					
F.1.5 Work with the instructional staff to determine how instruction and guidance is/can be structured to facilitate achievement of student goals.					
F.1.6 Develop(ed)/utilize(d) a system for referral to advisement for individual program revisions or consideration of factors that interfere with adult learning.					
F.1.7 Provide(d) management with data necessary for program evaluation; develop(ed)/utilize(d) evaluation criteria for improvement of the guidance component.					
F.1.8 Assess(ed), on a yearly basis, my professional growth and future needs; schedule(d) activities for attainment of professional goals.					

CBAE INSTRUCTION

Scoring Forms

SCORING FORMS: INSTRUCTION

The scoring forms include the items and are coded by letter and number; letters refer to the following program elements or strands:

A. The CBAE Student Assessment System
B. The CBAE Student Guidance System
C. The CBAE Student Instructional System
D. The CBAE Classroom Management System
E. The CBAE Staff Development System
F. Cultural awareness, personal growth program and strand interrelationships

Use the space provided between items to make comments relating to planning needs; if an item does not apply to your agency, print NA next to the item and provide an explanation in the space provided beneath the item. Use the Scoring Criteria (pages 25 to 35) in the Manual of Instructions to determine the appropriate scale ratings. If you have difficulty in arriving at a rating or have any questions about items, ask your group leader for assistance.

CBAE INSTRUCTION

INDIVIDUAL PROFILE ☐
COMPOSITE (TEAM) ☐

RESPOND TO EACH ITEM BASED ON AN ASSESSMENT OF THE EXTENT TO WHICH YOU ARE PERFORMING OR HAVE CONDUCTED THE ACTIVITY.

AS AN ESL/VESL/ABE INSTRUCTOR IN A CBAE PROGRAM, I:	NONE/NOT AT ALL 1	VERY LITTLE (LOW) 2	SOMEWHAT 3	VERY MUCH 4	A GREAT DEAL 5
CBAE PHILOSOPHY A.1.1 - A.2.1					
A.1.1 Provided input in developing a philosophy statement concurring in principle with the six key elements of CBAE programs. (The actual statement addresses key elements 2-7. A.1.2 - A.1.7)					
	COMMENTS/DOCUMENTATION:				
A.1.2 Developed a statement that defines how outcomes are life skill/role competencies which are explicit, known and agreed upon by student, community and institutions.					
	COMMENTS/DOCUMENTATION:				
A.1.3 Developed a statement that defines how time is related to the abilities and needs of the learner who must demonstrate competence.					
	COMMENTS/DOCUMENTATION:				

RESPOND TO EACH ITEM BASED ON AN ASSESSMENT OF THE EXTENT TO WHICH YOU ARE PERFORMING OR HAVE CONDUCTED THE ACTIVITY.

AS AN ESL/VESL/ABE INSTRUCTOR IN A CBAE PROGRAM, I:	NONE/NOT AT ALL 1	VERY LITTLE (LOW) 2	SOMEWHAT 3	VERY MUCH 4	A GREAT DEAL 5
A.1.4 Developed a statement that defines how instruction is related to the experiences, abilities and needs of the adult learner and is therefore flexible and not constrained by time.					
	COMMENTS/DOCUMENTATION:				
A.1.5 Developed a statement that defines how assessment describes each learner and the effect the instructional program has on him/her.					
	COMMENTS/DOCUMENTATION:				
A.1.6 Developed a statement that defines how certification is the formal demonstration/documentation of competency attainment.					
	COMMENTS/DOCUMENTATION:				

INDIVIDUAL PROFILE ☐
COMPOSITE (TEAM) ☐

CBAE INSTRUCTION

RESPOND TO EACH ITEM BASED ON AN ASSESSMENT OF THE EXTENT TO WHICH YOU ARE PERFORMING OR HAVE CONDUCTED THE ACTIVITY.

AS AN ESL/VESL/ABE INSTRUCTOR IN A CBAE PROGRAM, I:	NONE/NOT AT ALL 1	VERY LITTLE (LOW) 2	SOMEWHAT 3	VERY MUCH 4	A GREAT DEAL 5
A.1.7 Developed a statement that defines how program evaluation and adaptability is an institutional necessity to continually adapt to the changing societal needs and variety of individual student needs.					
	COMMENTS/DOCUMENTATION: ________				
A.1.8 Developed a statement reflecting local community/district educational goals.					
	COMMENTS/DOCUMENTATION: ________				
A.2.1 Provided input in developing a statement of program purposes, expressed in terms of student benefits, ABE, ESL and VESL students. (circle one or more) Use scoring criteria on page 9 - Manual of Instructions					
	COMMENTS/DOCUMENTATION: ________				

INDIVIDUAL PROFILE ☐
COMPOSITE (TEAM) ☐

CBAE INSTRUCTION

RESPOND TO EACH ITEM BASED ON AN ASSESSMENT OF THE EXTENT TO WHICH YOU ARE PERFORMING OR HAVE CONDUCTED THE ACTIVITY.

AS AN ESL/VESL/ABE INSTRUCTOR IN A CBAE PROGRAM, I:	NONE/NOT AT ALL 1	VERY LITTLE (LOW) 2	SOMEWHAT 3	VERY MUCH 4	A GREAT DEAL 5
COMPETENCY IDENTIFICATION INSTRUCTION AND PLANNING A.3.2 - A.3.6					
A.3.2 Developed or identified a comprehensive list of life skills/role competencies.					
	COMMENTS/DOCUMENTATION:				
A.3.3 Identified or developed a list of competencies to be taught at each program level. (e.g. ESL I, II, III).					
	COMMENTS/DOCUMENTATION:				
A.3.4 Developed or identified an instructional competency delivery plan; the written plan includes a listing of competencies correlated to instructional materials used to attain basic (enabling) skills, basic skills in relation to life skills and life skills/role competencies; the listing is coded by program (ABE, ESL, VESL) and level.					
	COMMENTS/DOCUMENTATION:				

INDIVIDUAL PROFILE ☐
COMPOSITE (TEAM) ☐

CBAE INSTRUCTION

RESPOND TO EACH ITEM BASED ON AN ASSESSMENT OF THE EXTENT TO WHICH YOU ARE PERFORMING OR HAVE CONDUCTED THE ACTIVITY.

AS AN ESL/VESL/ABE INSTRUCTOR IN A CBAE PROGRAM, I:	NONE/NOT AT ALL 1	VERY LITTLE (LOW) 2	SOMEWHAT 3	VERY MUCH 4	A GREAT DEAL 5
A.3.5 Used the instructional competency delivery program listing to instruct students.					
	COMMENTS/DOCUMENTATION:				
A.3.6 Utilized/developed a process for the identification of new competency based materials, which are (to be) correlated with life skill/role competencies by program and level (ABE, ESL, VESL).					
	COMMENTS/DOCUMENTATION:				
USE OF STUDENT PROFILES C.1.1 - C.1.6					
C.1.1 Used individual student profiles to plan the instructional program.					
	COMMENTS/DOCUMENTATION:				

INDIVIDUAL PROFILE ☐
COMPOSITE (TEAM) ☐

RESPOND TO EACH ITEM BASED ON AN ASSESSMENT OF THE EXTENT TO WHICH YOU ARE PERFORMING OR HAVE CONDUCTED THE ACTIVITY.

INDIVIDUAL PROFILE ☐
COMPOSITE (TEAM) ☐

CBAE INSTRUCTION

AS AN ESL/VESL/ABE INSTRUCTOR IN A CBAE PROGRAM, I:	NONE/NOT AT ALL 1	VERY LITTLE (LOW) 2	SOMEWHAT 3	VERY MUCH 4	A GREAT DEAL 5
C.1.2 Used personal goals (student) to plan instruction.					
	COMMENTS/DOCUMENTATION:				
C.1.3 Used professional or vocational goals to plan instruction.					
	COMMENTS/DOCUMENTATION:				
C.1.4 Used student interests (hobbies, avocations, etc.) to plan instruction.					
	COMMENTS/DOCUMENTATION:				

INDIVIDUAL PROFILE ☐
COMPOSITE (TEAM) ☐

CBAE INSTRUCTION

RESPOND TO EACH ITEM BASED ON AN ASSESSMENT OF THE EXTENT TO WHICH YOU ARE PERFORMING OR HAVE CONDUCTED THE ACTIVITY.

AS AN ESL/VESL/ABE INSTRUCTOR IN A CBAE PROGRAM, I:	NONE/NOT AT ALL 1	VERY LITTLE (LOW) 2	SOMEWHAT 3	VERY MUCH 4	A GREAT DEAL 5
C.1.5 Used past life/role experiences to plan instruction.					

COMMENTS/DOCUMENTATION: ____________________

C.1.6 Took into account time constraints or personal problems to plan instruction.					

COMMENTS/DOCUMENTATION: ____________________

CULTURAL AWARENESS/SENSITIVITY

C.1.7 Took into account and used knowledge of and sensitivity to the values and traditions of ethnic groups in planning and conducting instruction.					

COMMENTS/DOCUMENTATION: ____________________

RESPOND TO EACH ITEM BASED ON AN ASSESSMENT OF THE EXTENT TO WHICH YOU ARE PERFORMING OR HAVE CONDUCTED THE ACTIVITY.

INDIVIDUAL PROFILE ☐
COMPOSITE (TEAM) ☐

CBAE INSTRUCTION

AS AN ESL/VESL/ABE INSTRUCTOR IN A CBAE PROGRAM, I: -	NONE/NOT AT ALL 1	VERY LITTLE (LOW) 2	SOMEWHAT 3	VERY MUCH 4	A GREAT DEAL 5
PLACEMENT AND PROGRESS ASSESSMENT **C.1.8 - C.1.10**					
C.1.8 Used placement; location or other assessment measures to assure accurate placement; the procedures for placement and assessment of basic and life skill/role competencies are in writing, including who conducts testing, when and under what circumstances.					
	COMMENTS/DOCUMENTATION:				
C.1.9 Developed and used procedures for documentation of competency attainment, including an ongoing record-keeping system available and updated as students move through and between programs and levels. (Circle one or more) ABE-ESL-VESL					
	COMMENTS/DOCUMENTATION:				
C.1.10 Developed and used procedures for monitoring and managing student movement through programs; the criteria for movement are in writing, precise and based on competency attainment.					
	COMMENTS/DOCUMENTATION:				

INDIVIDUAL PROFILE ☐
COMPOSITE (TEAM) ☐

CBAE INSTRUCTION

RESPOND TO EACH ITEM BASED ON AN ASSESSMENT OF THE EXTENT TO WHICH YOU ARE PERFORMING OR HAVE CONDUCTED THE ACTIVITY.

AS AN ESL/VESL/ABE INSTRUCTOR IN A CBAE PROGRAM, I:	NONE/NOT AT ALL 1	VERY LITTLE (LOW) 2	SOMEWHAT 3	VERY MUCH 4	A GREAT DEAL 5
GUIDANCE C.1.11 - C.1.12					
C.1.11 Communicated on a regular basis with guidance personnel to assure accuracy in placement, timely transmission of information and coordination of efforts for increasing student achievement (competency and goal attainment).					
	COMMENTS/DOCUMENTATION:				
C.1.12 Informed adults of the availability of guidance services and encouraged adults to utilize services for additional planning or placement.					
	COMMENTS/DOCUMENTATION:				
D.1.1 Utilized a variety of instructional strategies based on research concerning adult learning styles; instructional techniques demonstrate flexibility; outside resources (community) are drawn upon for instruction and applied performance testing to demonstrate competency attainment.					
	COMMENTS/DOCUMENTATION:				

INDIVIDUAL PROFILE ☐
COMPOSITE (TEAM) ☐

CBAE INSTRUCTION

RESPOND TO EACH ITEM BASED ON AN ASSESSMENT OF THE EXTENT TO WHICH YOU ARE PERFORMING OR HAVE CONDUCTED THE ACTIVITY.

AS AN ESL/VESL/ABE INSTRUCTOR IN A CBAE PROGRAM, I:	NONE/NOT AT ALL 1	VERY LITTLE (LOW) 2	SOMEWHAT 3	VERY MUCH 4	A GREAT DEAL 5
ASSESSMENT AND EVALUATION **D.1.2 - E.2.2**					
D.1.2 Analyzed effectiveness of life/role and basic skills materials through the use of criterion-referenced or unit tests and CASAS items for life skill competencies.					
D.1.3 Utilized CASAS instruments and support materials (listening tests, curriculum matrix, adult life skills tests, locator tests, item writing procedures, etc.) to refine and improve the instructional delivery system (evaluate materials, identify strategies, give students feedback).					
D.1.4 Shared (on a continuous basis) assessment and evaluation results with adult learners; the purpose of feedback is to monitor progress towards individual goals cooperatively.					

D.1.2 COMMENTS/DOCUMENTATION: ______________________

D.1.3 COMMENTS/DOCUMENTATION: ______________________

D.1.4 COMMENTS/DOCUMENTATION: ______________________

INDIVIDUAL PROFILE ☐
COMPOSITE (TEAM) ☐

CBAE INSTRUCTION

RESPOND TO EACH ITEM BASED ON AN ASSESSMENT OF THE EXTENT TO WHICH YOU ARE PERFORMING OR HAVE CONDUCTED THE ACTIVITY.

AS AN ESL/VESL/ABE INSTRUCTOR IN A CBAE PROGRAM, I:	NONE/NOT AT ALL 1	VERY LITTLE (LOW) 2	SOMEWHAT 3	VERY MUCH 4	A GREAT DEAL 5
E.2.1 Provided input to management personnel for development of a comprehensive evaluation plan for program assessment by level and instructional component: (circle one or more) ABE ESL VESL					
	COMMENTS/DOCUMENTATION:				
E.2.2 Provided program data to coordinators/managers/directors; information should be relevant to evaluating progress towards the achievement of student goals.					
	COMMENTS/DOCUMENTATION:				
F.1.1 Assessed on a yearly basis, professional staff development needs; inform managers/coordinators of needs and worked cooperatively to schedule/arrange for activities to attain competencies.					
	COMMENTS/DOCUMENTATION:				

ISAM

SUMMARY PROFILE SHEETS

INSTRUCTION
(CONTINUED)

MANAGEMENT

SCALE	ASSESSMENT & EVALUATION			CBAE PHILOSOPHY & PURPOSES											COMPETENCY IDENTIFICATION; INSTRUCTION & PLANNING						ASSESSMENT SYSTEM			GUIDANCE SYSTEM				INSTRUCTION SYSTEM		SCALE
5																														5
4																														4
3																														3
2																														2
1																														1
ITEM #	E 2.1	E 2.2	F 1.1	A 1.1	A 1.2	A 1.3	A 1.4	A 1.5	A 1.6	A 1.7	A 1.8	A 2.1	A 2.2	A 2.3	A 3.1	A 3.2	A 4.1	A 4.2	A 4.3	A 4.5	B 1.1	B 1.2	B 1.3	C 1.1	C 1.2	C 1.3	C 1.4	D 1.1	D 1.2	ITEM #

MANAGEMENT
(CONTINUED)

GUIDANCE

		STAFF DEVELOPMENT & EVALUATION											PROFILES; PLACEMENT & COMMUNICATION					CERTIFICATION; ACCESS TO ADVISEMENT				GUIDANCE ALTERNATIVES & EVALUATION								SCALE
																														5
																														4
																														3
																														2
																														1
E 1.1	E 1.2	E 1.3	E 1.4	E 1.5	E 1.6	E 1.7	E 1.8	F 1.1	F 1.2	F 1.3	F 1.4	B 1.1	B 1.2	C 1.1	C 1.2	C 1.3	C 1.4	C 1.5	C 1.6	C 1.7	C 1.8	F 1.1	F 1.2	F 1.3	F 1.4	F 1.5	F 1.6	F 1.7	F 1.8	ITEM #

INSTRUCTION

SCALE	CBAE PHILOSOPHY									COMPETENCY IDENTIFICATION; INSTRUCTION AND PLANNING					USE OF STUDENT PROFILES							PLACEMENT AND PROGRESS ASSESSMENT			GUIDANCE		ASSESSMENT & EVALUATION			
5																														
4																														
3																														
2																														
1																														
ITEM #	A 1.1	A 1.2	A 1.3	A 1.4	A 1.5	A 1.6	A 1.7	A 1.8	A 2.1	A 3.2	A 3.3	A 3.4	A 3.5	A 3.6	C 1.1	C 1.2	C 1.3	C 1.4	C 1.5	C 1.6	C 1.7	C 1.8	C 1.9	C 1.10	C 1.11	C 1.12	D 1.1	D 1.2	D 1.3	D 1.4

INSTRUCTION

SCALE	CBAE PHILOSOPHY									COMPETENCY IDENTIFICATION; INSTRUCTION AND PLANNING					USE OF STUDENT PROFILES							PLACEMENT AND PROGRESS ASSESSMENT			GUIDANCE		ASSESSMENT & EVALUATION			
ITEM #	A 1.1	A 1.2	A 1.3	A 1.4	A 1.5	A 1.6	A 1.7	A 1.8	A 2.1	A 3.2	A 3.3	A 3.4	A 3.5	A 3.6	C 1.1	C 1.2	C 1.3	C 1.4	C 1.5	C 1.6	C 1.7	C 1.8	C 1.9	C 1.10	C 1.11	C 1.12	D 1.1	D 1.2	D 1.3	D 1.4

INSTRUCTION (CONTINUED)

MANAGEMENT

SCALE	ASSESSMENT & EVALUATION			CBAE PHILOSOPHY & PURPOSES											COMPETENCY IDENTIFICATION; INSTRUCTION & PLANNING						ASSESSMENT SYSTEM			GUIDANCE SYSTEM				INSTRUCTION SYSTEM		SCALE
ITEM #	E 2.1	E 2.2	F 1.1	A 1.1	A 1.2	A 1.3	A 1.4	A 1.5	A 1.6	A 1.7	A 1.8	A 2.1	A 2.2	A 2.3	A 3.1	A 3.2	A 4.1	A 4.2	A 4.3	A 4.5	B 1.1	B 1.2	B 1.3	C 1.1	C 1.2	C 1.3	C 1.4	D 1.1	D 1.2	ITEM #

MANAGEMENT (CONTINUED)

GUIDANCE

		STAFF DEVELOPMENT & EVALUATION											PROFILES; PLACEMENT & COMMUNICATION					CERTIFICATION; ACCESS TO ADVISEMENT				GUIDANCE ALTERNATIVES & EVALUATION								SCALE
E 1.1	E 1.2	E 1.3	E 1.4	E 1.5	E 1.6	E 1.7	E 1.8	F 1.1	F 1.2	F 1.3	F 1.4	B 1.1	B 1.2	C 1.1	C 1.2	C 1.3	C 1.4	C 1.5	C 1.6	C 1.7	C 1.8	F 1.1	F 1.2	F 1.3	F 1.4	F 1.5	F 1.6	F 1.7	F 1.8	ITEM #

SAMPLES OF STAFF DEVELOPMENT NEEDS ASSESSMENT QUESTIONNAIRES

APPENDIX E

STAFF DEVELOPMENT QUESTIONNAIRE: ESL

In order to plan an effective staff development program for the coming year, we are asking for your assistance. Please respond to the following questions using this key:

A	B	C	D	E
A great deal	Very well	A moderate amount	Very little	Not at all

To what extent has your previous training or experience prepared you to:

______ 1. Make initial assessment of the competencies of students entering your class.

______ 2. Use the life skill competency approach incorporated in the course of study outline to instruct students.

______ 3. Develop and use individual student profiles to assist in targeting the instructional program to the abilities, needs, and goals of your students.

______ 4. Select instructional materials appropriate to your students' abilities, needs, and goals.

______ 5. Incorporate a variety of teaching/learning strategies and/or ESL methodologies to allow for differences in the learning styles of your students.

______ 6. Use audio-visual materials to support and reinforce instruction.

______ 7. Plan activities that provide meaningful, real life oral communication/conversation experiences for your students.

______ 8. Organize group activities that promote problem-solving and interpersonal relationship skills.

______ 9. Assist students in developing the skills needed to speak with understandable pronunciation, articulation, intonation and stress.

______10. Develop literacy/reading skills of non or limited English-speaking adults.

______11. Use CASAS and other criterion referenced assessment instruments to evaluate student progress (life skills/basic skills) and document competency attainment and record and share the assessment and evaluation results with your students.

______12. Provide and/or refer students to available guidance services in order to encourage and facilitate: (1) self-paced movement through the instructional program; (2) use of services for additional planning and career guidance, (3) access to further educational/vocational programs, and (4) referral to appropriate community resources.

______13. Take into account and use a knowledge of and sensitivity to the values and traditions of ethnic groups represented in your class in providing guidance and conducting instruction.

______14. Evaluate yourself as an effective instructor.

Workshop Time Preference:

_____ Friday _____ Saturday _____ Other weekday

Hours ______________________________

Please note any specific technique/approach/methodology you would like to see further demonstrated/discussed:

Please add any comments/suggestions about the kind of staff development program and/or activities that would be most useful to you:

Please give us your suggestions as to how we in the ABE/ESL office can be of greater assistance to you or the ABE/ESL program:

Name (optional) ______________________________

Site (optional) ______________________________

Class Assignment ______________________________

STAFF DEVELOPMENT QUESTIONNAIRE: ABE

Indicate your interest in attending a workshop in the following staff development areas by using a 0-3 scale, 0 = no interest 1=mild 2=moderate 3=high interest

Reading

_____ 1. Basic literacy
_____ 2. Phonics/Decoding skills
_____ 3. Language experience
_____ 4. Teaching reading strategies
_____ 5. Application to life skills
_____ 6. Other (Please specify) _____

Arithmetic

_____ 7. Basic computation skills
_____ 8. Problem solving
_____ 9. Application to life skills
_____ 10. Other (Please specify) _____

Non-content Areas

_____ The Adult Learner
_____ Working with aides and volunteers
_____ Course of study (scope and sequence)
_____ Lesson planning and time management
_____ Cultural awareness
_____ Peer instruction
_____ Instructional materials development
_____ Student motivation and retention
_____ Item writing and test construction
_____ Other (Please specify) _____

If we are to plan together for the most effective staff development program, we need your help. Please respond to the following questions using this key:

A	B	C	D	E
A great deal	Quite a bit	A moderate amount	Only a little bit	Not at all

To what extent has your previous training or experience prepared you to:

_____ 1. Make initial assessment of the competencies of students entering your program.

_____ 2. Identify appropriate performance objectives for your students.

_____ 3. Provide individual activities for students which allow them to progress at their own rates.

_____ 4. Select instructional materials appropriate to your individual students' needs, goals, and abilities.

_____ 5. Organize group activities that develop problem-solving and interpersonal relationship skills.

_____ 6. Use an instructional process which integrates basic skills with life skills/role competencies in the areas of consumer economics, community resources, health, occupational knowledge and government and law.

_____ 7. Plan instruction for open entry/open exit programs that permit students to enroll at any time.

_____ 8. Use a variety of teaching/learning strategies to allow for differences in the learning styles of your students.

_____ 9. Select and use appropriate assessment instruments to measure and document attainment of basic and life skills/role competencies.

_____ 10. Use audio-visual materials to support and reinforce instruction.

_____ 11. Use a knowledge of ethnic group differences and values in planning and conducting instruction.

_____ 12. Build student self-confidence.

Workshop Time Preference (Please check)

_____ Friday _____ Saturday _____ Other

Hours ________________

Other (Please specify) ____

Please give us your suggestions as to how we in the ABE/ESL office can be of greater assistance to you or the ABE/ESL program.

____

____

____

____

____

____

____

____

Staff Development Questionnaire

The district wishes to involve all teachers, counselors, and administrators in planning a staff development program that will be of help in their professional growth. Two types of programs that can be implemented are as follows.

1. *Workshops*, which include seminars and minicourses that are planned to attract large groups and that are presented by experts from both within and outside the district.
2. *Individual and small-group programs* to meet individual needs and interests. Each staff member will plan his or her own program and pursue it by himself or herself or with colleagues who voluntarily form small groups to work on similar interests.

From the following list of professional interest areas, please indicate in the left-hand column your interest in each by using a rating scale of 0 to 3 (0 = No interest; 1 = Mild; 2 = Moderate; and 3 = High interest). Also, please check in the right-hand columns which approach you prefer to use in each area.

		Workshop presenter		Work preference	
Interest	Content area	Local	Outside	Alone	Group
____	1. How to use new teaching materials and methods				
____	2. Diagnostic and prescriptive testing and other ways to evaluate student achievement				
____	3. Teaching and learning the competency-based way				
____	4. How to improve students' self-concept and other techniques that strengthen interpersonal relations				
____	5. How to individualize instruction in the usual classroom setting without aides				
____	6. How to set up and operate a learning center in conjunction with regular classroom instruction				
____	7. Operating on an open-entry/open-exit basis				
____	8. Better integration of counseling with teaching				
____	9. Counselor's role in competency-based programs				
____	10. Other				

If available, which of the following opportunities for professional growth would you select? Please indicate in the left-hand column your interest in the opportunities by using a rating scale of 0 to 3 (0 = Unlikely; 1 = Possible; 2 = Probable; and 3 = Certain).

Participation	Opportunity or activity
____	11. Examine regularly new materials in instructional services center (ISC).
____	12. Read monthly ISC newsletter that describes available materials in center, area professional activities, teaching suggestions, and so forth.
____	13. Read regularly one professional journal.
____	14. Join one professional organization and read its publications regularly.
____	15. Visit classes which are successfully implementing new programs.
____	16. Attend some local, regional, state, and national conferences (when in the area) of professional organizations.
____	17. Serve as an officer in a professional organization.
____	18. Serve on district committee for curriculum and/or staff development projects.
____	19. Field-test recommended new teaching materials and methods in classes.
____	20. Contribute some ideas to the Teachers' Idea Bank at the ISC.
____	21. Participate as a peer aide consultant.
____	22. Participate in giving a workshop in your area of expertise.
____	23. Enroll in formal courses for professional advancement.
____	24. Other

Note: You will receive a report of the results of this survey. A sign-up form for various types of in-service programs will be included with the survey report.

From Staff Development in Adult
Education, California State
Department of Education, 1979.

Personal Commitment to Professional Growth

Use the lists of the various suggested in-service programs and professional growth activities given on the Staff Development Questionnaire to complete this personal commitment to professional growth.

Large-Group Workshops or Seminar Presentations

From among the topics that are appropriate for the large-group or seminar presentations, please list five that are of interest to you and then select two that you would attend on your own time and at your own expense. Please list the topics in order of preference in the spaces provided below:

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

If such large-group presentations cannot be given during regular school hours, I would prefer to attend on Friday from 2—5 p.m. ☐ or 6—9 p.m. ☐ , or on Saturday from 9—12 a.m. ☐ or 1—4 p.m. ☐ .

Individual and Small-Group Activities

I am interested in the following activities in the order of preference indicated. (Activities of equal interest can be given the same preference rating.)

Preference rating	Activity
________	Visit the instructional services center regularly to examine new materials.
________	Join a professional organization, and read its publications regularly.
________	Attend, at my own expense, local professional conferences.
________	Serve on district committees for curriculum and staff development planning.
________	Field-test some new materials or methods, and file report.
________	Contribute some successful teaching ideas to Teachers' Idea Bank.
________	Participate in the Peer Aide Consultant Service, and accept calls from others.
________	Participate in a workshop, and present some successful techniques.
________	Enroll in a professional course. Name course and institution below:

Course: ____________________ Institution: ____________________

Other: ____________________

From Staff Development in Adult
Education, California State
Department of Education, 1979

Comments or explanation:

Name: ______________________ School: ______________________

Home address: ______________________ School address: ______________________

ZIP: __________ ZIP: __________

Home phone: ______________________ School phone: ______________________

Teaching subjects: ____

Other areas of interest: ____

Please fill out and return by __________ to:

Name: ______________________ Address: ______________________

SAMPLES OF STAFF DEVELOPMENT
EVALUATION FORMS

APPENDIX F

STAFF DEVELOPMENT WORKSHOP

EVALUATION FORMS

EVALUATION OF DNAE ADOPTION WORKSHOP

WORKSHOP TITLE

FACILITATOR(S)

ADULT EDUCATION AGENCY

LOCATION

DATE

In an effort to constantly improve our services, we are asking you to evaluate both the CONTENT of the workshop presentation and the APPROPRIATENESS of the selection of the workshop.

EVALUATION OF WORKSHOP:	(Circle Appropriate Number)					
1. Were the objectives for this presentation clear?	Clear	4	3	2	1*	Vague
2. How helpful were the activities to the attainment of the objectives?	Very Much	4	3	2	1*	Very Little
3. Was the workshop well-paced?	Well Paced	4	3	2	1*	Poorly Paced
4. Were the materials and audio visual aids used effectively?	Very Effective	4	3	2	1*	Not Effective
5. Do you feel that you understood the main concepts and can apply them?	Fully	4	3	2	1*	Little
6. Are you prepared to implement the project?	Fully	4	3	2	1*	Little

* (Please comment regarding any questions rated as a 1.)

RECOMMENDATIONS/CONCERNS/REMARKS:

7. What I found most useful was. . . .

8. What I would like more of is. . . .

9. Additional Remarks:

EVALUATION OF WORKSHOP SELECTION:						
10. How appropriate was the workshop in meeting your needs?	Very Appropriate	4	3	2	1*	Not Appropriate

11. Comments:

3/82

CBAE IMPLEMENTATION WORKSHOP

Evaluation Planning Sheet

ABE/ESL Program

Name ______________________________

Position __________________________

Campus ____________________________

Office Phone _______________________

1. In what way was this session helpful to you?

2. What additional information/sessions do you need at this point?

   ______ More in depth information on the philosophy/components of CBAE

   ______ More specific information on assessment and record keeping

   ______ More detailed information on the instructional system

      ______ a. competency objectives

      ______ b. integration of basic skills and life skills

      ______ c. materials

      ______ d. teaching strategies

   ______ What resources are available to assist sites in implementation?

   ______ Other (please specify)

3. Other reactions, suggestions. Comments:

Thank you for your cooperation!

Continuing Education,
San Diego Community College District

STAFF DEVELOPMENT WORKSHOP EVALUATION

Check below only those statements which accurately reflect your personal reaction to this staff development workshop.

1. I needed this information ________
2. This type of workshop should be given at the beginning of each school year. ________
3. I understand Competency Based Education a little better. ________
4. My attitude toward Compentency Based Education has improved. ________
5. I intend to use some Compentency Based Education methods and materials in my classroom. ________
6. I understand how student needs assessments relate to Compentency Based Education. ________
7. I intend to use the student needs assessemnt. ________
8. I might use the student needs assessment. ________
9. I wouldn't use the student needs assessment. ________
10. I understand the part objectives and evaluation play in Compentency Based Education. ________
11. The workshop was fair. ________
12. I was mildly disappointed. ________
13. I am not taking away any new ideas. ________
14. I don't feel the need for Compentency Based methods and materials in my class. ________
15. I didn't learn anything new. ________
16. It was a complete waste of time. ________

PROGRAM EVALUATION PLAN

PROGRAM EVALUATION QUESTIONS	REPORT REQUIREMENTS	INFORMATION SOURCE	DATA COLLECTION INSTRUMENTS	PERSON RESPONSIBLE	DUE DATE	DISTRIBUTION
1. What is total enrollment/attendance at one time? ABE? ESL?	Enrollment/attendance figures.	Attendance clerks.	Computer printouts.			
2. What are the patterns of new enrollment? Where do they come from?	Enrollment statistics.	Clerks.	Registration cards, computer printouts.			
3. What are the attendance patterns of students?	Attendance figures.	Attendance clerks.	Attendance reports submitted by teachers (CAV), computer printouts.			
4. How many students drop out? Who drops out? Why?	Numbers of drops reported. Names of dropouts. Reasons for dropping.	Teachers, attendance clerks, students who dropped.	CAV, Roll Books, telephone calls and/or questionnaires to students who dropped.			
5. What recruitment methods should receive greatest emphasis in attracting hard-to-reach potential participants?	Statistics on success of current recruitment methods with target population. Opinions as to what would be expected to be successful.	Students, teachers, community representatives.	Survey, questionnaires, personal contacts.			
6. What program emphasis might need to be changed to serve the above population?	Opinions, suggestions for change.	Students, community representatives.	Survey, questionnaires, personal contacts.			
7. To what extent are the settings at various sites conducive to learning?	Statistics on perceptions.	Students.	Survey, questionnaires, personal contacts.			
8. To what extent does the program meet the expectations of the participants? Community? Employers/potential employers?	Statistics on perceptions.	Students, representatives of community agencies, employers.	Survey, questionnaires, personal contacts.			

PROGRAM EVALUATION QUESTIONS	REPORT REQUIREMENTS	INFORMATION SOURCE	DATA COLLECTION INSTRUMENTS	PERSON RESPONSIBLE	DUE DATE	DISTRIBUTION
9. To what extent do the competency objectives match the needs of the participants.	Statistics on needs of students/potential students.	Students, representatives of agencies, bilingual aides.	Surveys, questionnaires informal feedback.			
10. To what extent are teachers using a CBAE process: needs assessments, record keeping instructional materials, assessment, individualized self-paced instruction?	Statistics on levels of use.	Teachers, administrators, ABE/ESL resource staff, library check out statistics.	Surveys, questionnaires classroom visitations, feedback provided in staff development activities and personal contact.			
11. To what extent is learning taking place?	Pre- post test scores, statistics on accomplishment of goals and objectives and progress through levels.	Teachers, community representatives, bilingual aides, employers.	Test record sheets, questionnaires, personal contact.			
12. To what extent was the alternative mode of assessment pilot testing effective? What problems occurred? What successes? Were the results worth the extra time and effort?	Statistics on results, time and personnel involved, problems.	Teachers, instructional aides, students.	Questionnaires, post-test, debriefing.			
13. To what extent have counseling services been made available?, been utilized?	Statistics on availability of services, statistics on numbers of students using services.	Administrators, counselors, teachers.	Record keeping forms, personal contact.			
14. To what extent do teachers feel they can gain access to resources/support they need when they need them?	Statistics on perceptions.	Teachers.	Questionnaires (anonymous), personal contact, informal feedback.			
15. To what extent have instructors participated in staff development offerings? Usefulness to participants?	Levels of districtwide instructor participation. Feedback gathered through informal methods and surveys.	Teachers, ABE/ESL resource staff.	Staff development record sheets, questionnaires, rating sheets.			

PROGRAM EVALUATION FORMS

Community Survey

(ABE/ESL Program Survey)

1. How familiar are you with the district ABE/ESL program?	1	2	3	4	5
	Not familiar		Somewhat familiar		Very familiar
2. In your opinion, how effective is the ABE/ESL program in:	Not effective		Somewhat effective		Very effective
a. providing instruction which assists adult students to function more effectively in their daily lives?	1	2	3	4	5
b. helping native born undereducated adults increase their ability to benefit from occupational training?	1	2	3	4	5
c. helping limited English-speaking adults increase their ability to benefit from occupational training?	1	2	3	4	5
d. helping adult students to acquire the skills needed to gain productive employment?	1	2	3	4	5
e. providing instruction which assists adult students in acquiring the skills needed to succeed in further educational opportunities?	1	2	3	4	5
f. providing learning facilities which are accessible to the target population?	1	2	3	4	5

COMMENTS:

3. Do you feel that there are any aspects of the program that discourage students from continuing to participate?

____

____

____

____

Adult and Continuing Education,
San Diego Community College District

4. Do you have any suggestions as to how the district can better facilitate the enrollment and extension of services to undereducated hard-to-reach adults?

5. Can you suggest any ways that the district ABE/ESL program can be strengthened through consultation, cooperation, or coordination with your or other public agencies or private businesses?

6. Please express any concerns or questions you may have about the local ABE/ESL program. (Are you satisfied with what the program is trying to do, its instructional goals and objectives, quality of service, competence of staff, quality of resources and materials, results, etc.?)

Student Questionnaire

(Adult Student Questionnaire for ESL Students)

1. Are you learning here what you want to learn?

   _____ Yes _____ No

2. Do you think what you are learning will help you in your daily life?

   _____ Yes _____ No _____ I don't know

3. Do you think your teachers plan the lessons well for each class?

   _____ Consistently _____ Usually _____ Sometimes

   _____ Seldom _____ Never

4. Which of the sentences below best tells about how your teachers work with students?

   _____ Teachers try to help their students as much as they can.

   _____ Some of the time teachers try to help the students.

   _____ Most teachers are not very interested in their students.

5. Which of the sentences below best tells about the instruction in your class?

   _____ The instruction is too fast.

   _____ The instruction is too slow.

   _____ The instruction is just right.

6. Do you use your school library or learning center?

   _____ Yes, often _____ Yes, sometimes _____ No, never

7. Do you think there are enough instructional materials (books, papers, handouts, pictures, maps, etc.) for you classes?

   _____ Yes _____ No _____ I don't know

8. Do you think the instructional materials (books, papers) for your classes are right for you?

   _____ Yes, just right _____ No, too easy _____ No, too difficult

9. In your classes does each student get an equal chance to speak (participate)?

   _____ Yes _____ No _____ I don't know

10. Do you think that this is a good place to learn?

_____ Yes _____ No _____ I don't know

11. Do you know what the counselors at your school do?

_____ Yes _____ No _____ I don't know

12. Have you ever talked to a counselor at your school?

_____ Yes _____ No

13. Do you know about other classes your school has?

_____ Yes _____ No

14. If you said Yes to #13, how did you learn about them?

_____ from other students

_____ from teachers

_____ from schedules

_____ from other adults

15. Do you know about vocational training classes your school has?

_____ Yes _____ No

16. After ESL, do you have plans for more education?

(a) High School Diploma _____ (b) Vocational Training _____

(c) Community College _____ (d) Four-year College _____

17. Are there problems between different races of students at your school?

_____ Yes _____ No _____ I don't know

18. If you said Yes to #17, do you think anyone is doing anything to help correct the problems?

_____ Yes _____ No _____ I don't know

19. Do you know about the student government in your school?

_____ Yes _____ No

ENGLISH AS A SECOND LANGUAGE SELF-EVALUATION OF INSTRUCTION

A. What will the students be able to do (a real life coping skill) at the end of my lesson?

____

____

B. To what extent have I included the following in my lesson? Please rate these on the following scale:

5	4	3	2	1
highly		adequately		minimally

1. Demonstrated adequate planning and sequencing using life skills objectives. ______
2. Used material relevant to the students' needs and level. ______
3. Related sentences to actions/pictures/objects/people to give meaning, if appropriate. ______
4. Used normal speed, volume, and pronunciation. ______
5. Kept stress and intonation normal. ______
6. Given students opportunity to model sentence before making variations. ______
7. Used a variety of different techniques or methods to provide for varying learning styles and abilities. ______
8. Given appropriate feedback to students. ______
9. Allowed for student self-correction. ______
10. Kept rules, diagrams, and explanations to a minimum. (Understood that what the students can do in English is more important than what they know about English). ______
11. Provided for a balanced ratio of student talk and teacher talk. Kept teacher talk to a minimum rather than dominating the class. ______
12. Provided opportunity for all students to participate in meaningful communication activities. ______
13. Included listening, speaking, reading, and writing skills in appropriate time segments. ______
14. Included adequate opportunity for practice, reenforcement, application and review. ______
15. Incorporated cross cultural awareness and activities where appropriate. ______
16. Used every opportunity to praise rather than criticize students' performance. ______
17. Treated students as adults. ______
18. Projected interest and enthusiasm. ______
19. Provided for evaluation of each student's progress toward attainment of competency objective(s). ______
20. Related this lesson to the competency objectives of the course outline. ______

San Diego Community College District

Adapted from: A GUIDE FOR CONDUCTING AN INSTRUCTIONAL PROCESS EVALUATION OF ENGLISH AS A SECOND LANGUAGE PROGRAMS FOR ADULTS. Illinois ESL/ABE Service Center.

APPENDIX G

CASAS

California Adult Student Assessment System

COMPETENCY LIST

An Assessment Consortium Project Supported by The California State Department of Education,
Adult Field Services Section, 310 Funding

CALIFORNIA ADULT STUDENT ASESSMENT SYSTEM (CASAS)

LIFE SKILLS COMPETENCIES

During September and October of 1980, the California Adult Student Assessment System (CASAS) Consortium participated in a survey to identify a common core of competencies in the Adult Basic Education and English as a Second Language Programs in California.

The survey included a list of competencies currently being taught in the consortium districts, competencies included in other competency lists, and was open-ended to permit the inclusion of competencies not listed on the survey. The attached Life Skill Competency List reflects 26 core competencies identified as important by more than 80% of the survey participants, and recommended for inclusion in ABE and ESL curriculum.

During 1981, the Consortium reviewed the competency list to identify those competencies that included an aural comprehension component. Based on this input, additional competency statements that require aural comprehension were included in the competency code list. The competency list was revalidated by the Consortium in Spring 1983 and an additional 4 competency statements were added to the list.

The CASAS Consortium is currently in the process of identifying competencies by program level, and also has identified those that are included in the high school diploma programs of consortium districts.

A curriculum matrix has been developed to identify curriculum materials that provide a life skills content directly related to this common core of competencies. In addition, a large bank of more than 2000 life skill test items has been developed and field tested that measure this core of competencies.

For additional information contact:

Patricia L. Rickard, Project Director
CASAS Project
3249 Fordham
San Diego, CA 92110

PLR/cr revised 6/01/83

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM (CASAS)

LIFE SKILL COMPETENCIES

0. ORAL ASSESSMENT - The student will:

0.0. Recognize pictures or demonstrate aural comprehension associated with personal identification, activity identification or oral language necessary to communicate in each of the five life skill areas.

0.0.0. Identify the correct picture or appropriate response from oral cues

1.0. Recognize pictures or demonstrate aural comprehension associated with consumer economics.

1.0.0. Identify the correct picture or appropriate response from oral cues

2.0. Recognize pictures or demonstrate aural comprehension associated with community resources.

2.0.0. Identify the correct picture or appropriate response from oral cues

3.0. Recognize pictures or demonstrate aural comprehension associated with health.

3.0.0. Identify the correct picture or appropriate response from oral cues

4.0. Recognize pictures or demonstrate aural comprehension associated with occupational knowledge.

4.0.0. Identify the correct picture or appropriate response from oral cues

5.0. Recognize pictures or demonstrate aural comprehension associated with government and law.

5.0.0. Identify the correct picture or appropriate response from oral cues

11/16/81
12/08/81 revised
6/01/83 revised

This work was developed by the San Diego Community College, Continuing Education Division, and the California Adult Student Assessment System Consortium 1983, under a state administered contract of the Federal P.L. 91-230, Section 310, from the California Department of Education, 721 Capitol Mall, Sacramento, California 95814. However, the content does not necessarily reflect the position or policy of that department or the U.S. Department of Education, no official endorsement of this work should be inferred.

1. CONSUMER ECONOMICS - The student will:

1.1. Use weights, measures, measurement scales, and money.

- 1.1.0. Identify the correct picture or appropriate response from oral cues
- 1.1.1. Interpret recipes
- 1.1.2. Use the English and Metric system
- 1.1.3. Interpret maps and graphs
- 1.1.4. Select, compute, or interpret appropriate measurement for length, width, perimeter, area, volume, height, or weight
- 1.1.5. Interpret temperatures
- 1.1.6. Count, convert, and use coins and currency and ($) and (.)
- 1.1.7. Interpret product container weight and volume
- 1.1.8. Compute averages
- 1.1.9. Interpret clothing and pattern sizes using height and weight tables

1.2. Apply principles of comparison shopping in the selection of goods and services.

- 1.2.0. Identify the correct picture or appropriate response from oral cues
- 1.2.1. Interpret advertisements, labels, or charts to select the best buys for goods and services
- 1.2.2. Compare price or quality to determine the best buys for goods and services
- 1.2.3. Compute discounts
- 1.2.4. Compute unit pricing

1.3. Understand methods and procedures used to purchase goods and services.

- 1.3.0. Identify the correct picture or appropriate response from oral cues
- 1.3.1. Compare different methods used to purchase goods and services
- 1.3.2. Interpret credit applications and recognize how to use and maintain credit
- 1.3.3. Identify or compute methods to finance the purchase of goods and services
- 1.3.4. Use catalogs, order forms, and related information to purchase goods and services
- 1.3.5. Use coupons to purchase goods and services
- 1.3.6. Use coin operated machines

1.4. Understand methods and procedures to obtain housing and services and related maintenance.

- 1.4.0. Identify the correct picture or appropriate response from oral cues
- 1.4.1. Identify different kinds of housing (see also 1.4.2.)
- 1.4.2. Interpret classified ads and other information to locate housing
- 1.4.3. Interpret lease and rental agreements
- 1.4.4. Interpret information to obtain housing utilities
- 1.4.5. Interpret information about the rights of a renter and the rights of a landlord
- 1.4.6. Interpret information about housing loans and home related insurance
- 1.4.7. Interpret information about home maintenance (see also 1.7.4.)
- 1.4.8. Recognize home theft and fire prevention measures

1.5. Apply principles of budgeting in the management of money.

- 1.5.0. Identify the correct picture or appropriate response from oral cues
- 1.5.1. Interpret information about personal and family budgets
- 1.5.2. Plan for major purchases (see also 1.5.1.)
- 1.5.3. Interpret bills (see also 2.1.4.)

1.6. Understand consumer protection laws and resources.

- 1.6.0. Identify the correct picture or appropriate response from oral cues
- 1.6.1. Interpret food packaging labels (see also 3.5.1.)
- 1.6.2. Identify consumer protection resources available when confronted with fraudulent tactics
- 1.6.3. Identify procedures the consumer can follow if merchandise is defective or inappropriate

1.7. Understand procedures for the care, maintenance, and use of personal possessions.

- 1.7.0. Identify the correct picture or appropriate response from oral cues
- 1.7.1. Interpret product guarantees and warranties
- 1.7.2. Interpret clothing care labels
- 1.7.3. Interpret operating instructions, directions, or labels for consumer products (see also 3.4.1.)
- 1.7.4. Interpret maintenance procedures for household appliances and personal possessions

1.7. continued:

1.7.5. Interpret directions to obtain repairs

1.8. Use banking and financial services in the community.

1.8.0. Identify the correct picture or appropriate response from oral cues

1.8.1. Demonstrate the use of savings and checking accounts

1.8.2. Interpret the procedures and forms associated with banking services

1.8.3. Interpret interest or interpret interest-earning savings plans

1.8.4. Interpret information about the types of loans available through lending institutions

1.9. Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations.

1.9.0. Identify the correct picture or appropriate response from oral cues

1.9.1. Interpret highway and freeway signs (see also 2.2.2.)

1.9.2. Identify regulations and procedures to obtain a driver's license (see also 2.5.7.)

1.9.3. Compute mileage and gasoline consumption

1.9.4. Interpret maps (see also 2.2.5.)

1.9.5. Interpret information related to the selection and purchase of a car

1.9.6. Interpret information related to automobile maintenance

1.9.7. Recognize what to do in case of automobile emergencies

1.9.8. Interpret information about automobile insurance

2. COMMUNITY RESOURCES - The student will:

2.1. Use the telephone and telephone book.

- 2.1.0. Identify the correct picture or appropriate response from oral cues
- 2.1.1. Use the telephone directory and related publications to locate information
- 2.1.2. Identify the procedures to locate emergency numbers and to place emergency calls
- 2.1.3. Interpret information about time-zones
- 2.1.4. Interpret telephone billings
- 2.1.5. Interpret telegram rates and procedures
- 2.1.6. Interpret information about using a pay telephone
- 2.1.7. Take telephone messages

2.2. Understand how to locate and use different types of transportation and interpret related travel information.

- 2.2.0. Identify the correct picture or appropriate response from oral cues
- 2.2.1. Ask for and give directions
- 2.2.2. Recognize and use signs related to transportation (see also 1.9.1.)
- 2.2.3. Identify different types of transportation in the community
- 2.2.4. Interpret transportation schedules and fares
- 2.2.5. Use maps relating to travel needs (see also 1.9.4.)

2.3. Understand concepts of time.

- 2.3.0. Identify the correct picture or appropriate response from oral cues
- 2.3.1. Interpret clock time
- 2.3.2. Identify the months of the year and the days of the week

2.4. Use the services provided by the Post Office.

- 2.4.0. Identify the correct picture or appropriate response from oral cues
- 2.4.1. Address letters
- 2.4.2. Interpret postal rates and types of mailing services
- 2.4.3. Interpret postal service forms
- 2.4.4. DELETE

2.4. continued:

2.4.5. Identify the process for tracing a lost letter or parcel

2.4.6. Interpret a postal money order form

2.5. Use community agencies and services.

2.5.0. Identify the correct picture or appropriate response from oral cues

2.5.1. Locate agencies that provide emergency help and how to effectively use them

2.5.2. Identify how and when to apply for governmental services such as Social Security and Medicare (see also 4.1.1.)

2.5.3. Locate medical and health facilities in the community (see also 3.5.6.)

2.5.4. Read, interpret, and follow directions found on signs and directories

2.5.5. Identify educational services and facilities and how to use them

2.5.6. Use library resources, reference materials, content tables, indexes, and dictionaries

2.5.7. Interpret permit and license requirements (see also 1.9.2.)

2.5.8. Interpret information found in newspapers, periodicals, business letters, pamphlets, and publications (see also 1.2.1., 1.4.2., and 4.1.4.)

2.5.9. Identify child care services in the community (see also 3.5.7.)

2.6. Use leisure time resources and facilities.

2.6.0. Identify the correct picture or appropriate response from oral cues

2.6.1. Interpret information about recreational and entertainment facilities and activities

2.6.2. Locate information in T.V., movie, and other recreational listings

2.6.3. Interpret information about planning vacations and making reservations

2.6.4. Interpret restaurant menus and compute related costs

3. HEALTH - The student will:

3.1. Understand common ailments and seek appropriate medical assistance.

3.1.0. Identify the correct picture or appropriate response from oral cues

3.1.1. Interpret information about illness, including the description of symptoms and doctor's directions

3.1.2. Identify information necessary to make medical and dental appointments

3.2. Understand medical and dental forms and related information.

3.2.0. Identify the correct picture or appropriate response from oral cues

3.2.1. Fill out medical health history forms

3.2.2. Interpret immunization requirements

3.2.3. Interpret information associated with medical, dental, or life insurance

3.3. Understand how to select and use medications.

3.3.0. Identify the correct picture or appropriate response from oral cues

3.3.1. Identify and use necessary medications (see also 3.3.2. and 3.3.3.)

3.3.2. Interpret medicine labels (See also 3.3.1. and 3.4.1.)

3.3.3. Identify the difference between prescription, over-the-counter, and generic medications (see also 3.3.1.)

3.4. Understand basic health and safety procedures.

3.4.0. Identify the correct picture or appropriate response from oral cues

3.4.1. Interpret product label directions, warnings, danger signs, and symbols (see also 1.7.3. and 3.3.2.)

3.4.2. Identify safety measures that can prevent accidents and injuries

3.4.3. Interpret procedures for simple first-aid

3.4.4. SEE 4.3.2.

3.4.5. Recognize problems related to drugs, tobacco, and alcohol, and identify where treatment may be obtained

3.5. Understand basic principles of health maintenance.

3.5.0. Identify the correct picture or appropriate response from oral cues

3.5.1. Interpret nutritional and related information listed on food labels (see also 1.6.1.)

3.5. continued:

3.5.2. Select a balanced diet using the basic food groups

3.5.3. Interpret food storage information

3.5.4. Identify practices that promote dental health

3.5.5. Identify practices that promote cleanliness and hygiene

3.5.6. Interpret information and identify agencies that assist with family planning (see also 2.5.3.)

3.5.7. Identify child rearing practicies and community resources that assist in developing parenting skills (see also 2.5.9.)

3.5.8. Identify practices that promote mental well being

3.5.9. Identify practices that promote physical well being

4. OCCUPATIONAL KNOWLEDGE - The student will:

4.1. Understand basic principles of applying for and maintaining a job.

- 4.1.0. Identify the correct picture or appropriate response from oral cues
- 4.1.1. Interpret Social Security applications and related forms (see also 2.5.2.)
- 4.1.2. Interpret job applications, resumes, and letters of application
- 4.1.3. Interpret job descriptions, and identify sources of information about jobs or training opportunities (see also 2.5.5.)
- 4.1.4. Interpret job ads
- 4.1.5. Use appropriate questions and responses during job interviews, and recognize standards of behavior during interviews
- 4.1.6. Interpret work related vocabulary (see also 4.1.8.)
- 4.1.7. Identify behaviors, attitudes, skills, or education to maintain a job or receive a promotion
- 4.1.8. Recognize and use occupational signs, charts, or directions

4.2. Understand wages, benefits, and concepts of labor organizations.

- 4.2.0. Identify the correct picture or appropriate response from oral cues
- 4.2.1. Interpret wages, wage deductions and benefits, including wage informational charts, pamphlets, and forms
- 4.2.2. Interpret information about labor unions
- 4.2.3. Interpret employment contracts, union agreements, and employer handbooks

4.3. Understand safety standards and procedures in the work place.

- 4.3.0. Identify the correct picture or appropriate response from oral cues
- 4.3.1. Interpret safety signs found in places of employment and public buildings
- 4.3.2. Interpret work safety manuals and related publications
- 4.3.3. Identify appropriate work attire
- 4.3.4. Identify procedures associated with job related injuries and damages

5. GOVERNMENT AND LAW - The student will:

5.1. Understand concepts of voting.

5.1.0. Identify the correct picture or appropriate response from oral cues

5.1.1. Identify voter qualifications

5.1.2. Interpret a voter registration form

5.1.3. Interpret a ballot

5.2. DELETE

5.3. Understand an individual's legal rights and responsibilities and procedures for obtaining legal advice.

5.3.0. Identify the correct picture or appropriate response from oral cues

5.3.1. Interpret common legal forms, rules, and ordinances

5.3.2. Identify procedures for obtaining legal advice

5.3.3. Interpret Small Claims Court procedures

5.3.4. Interpret laws affecting door-to-door sales

5.3.5. Interpret information about traffic tickets

5.4. Understand concepts of taxation.

5.4.0. Identify the correct picture or appropriate response from oral cues

5.4.1. Interpret the short form of the income tax

5.4.2. Compute or define sales tax

5.4.3. Interpret tax tables (see also 5.4.1. and 5.4.2.)

5.4.4. Interpret tax information from articles and publications

6. COMPUTATION - The student will:

6.1. Compute using whole numbers.

- 6.1.0. Identify the correct picture or appropriate response from oral cues
- 6.1.1. Add whole numbers
- 6.1.2. Subtract whole numbers
- 6.1.3. Multiply whole numbers
- 6.1.4. Divide whole numbers
- 6.1.5. Perform multiple operations using whole numbers

6.2. Compute using decimal fractions.

- 6.2.0. Identify the correct picture or appropriate response from oral cues
- 6.2.1. Add decimal fractions
- 6.2.2. Subtract decimal fractions
- 6.2.3. Multiply decimal fractions
- 6.2.4. Divide decimal fractions
- 6.2.5. Perform multiple operations using decimal fractions
- 6.2.6. Convert decimal fractions to common fractions or percents

6.3. Compute using fractions.

- 6.3.0. Identify the correct picture or appropriate response from oral cues
- 6.3.1. Add common or mixed fractions
- 6.3.2. Subtract common or mixed fractions
- 6.3.3. Multiply common or mixed fractions
- 6.3.4. Divide common or mixed fractions
- 6.3.5. Perform multiple operations using fractions
- 6.3.6. Convert common or mixed fractions to decimal fractions or percents

6.4. Compute using percents.

- 6.4.0. Identify the correct picture or appropriate response from oral cues
- 6.4.1. Apply a percent to determine amount of discount
- 6.4.2. Apply a percent in a context not involving money

6.4. continued:

6.4.3. Calculate percents

6.4.4. Convert percents to common, mixed, or decimal fractions

6.5. Use expressions, equations, or formulas.

6.5.0. Identify the correct picture or appropriate response from oral cues

6.5.1. Recognize or evaluate simple consumer formulas

6.5.2. Recognize or evaluate simple geometric formulas

6.5.3. Recognize or evaluate simple algebraic formulas

6.6. Use measurement.

6.6.0. Identify the correct picture or appropriate response from oral cues

6.6.1. Convert U.S. Customary and Standard International Metric System of Measurement

6.6.2. Measure linear dimensions, geometric shapes, or angles

6.6.3. Measure area and volume of geometric shapes

6.6.4. Use measurement instruments

6.6.5. Interpret scale drawings

6.6.6. Calculate with units of time

6.6.7. Solve measurement problems in stipulated situations

6.6.8. Interpret mechanical concepts or spacial relationships

6.7. Interpret data from graphs or compute averages.

6.7.0. Identify the correct picture or appropriate response from oral cues

6.7.1. Interpret data given in a line graph

6.7.2. Interpret data given in a bar graph

6.7.3. Interpret data given in a picture graph

6.7.4. Interpret data given in a circle graph

6.7.5. Compute an average from a given list of data points

APPENDIX H

CASAS

California Adult Student Assessment System

CURRICULUM INDEX AND MATRIX

This work was developed by the San Diego Community College, Continuing Education Division, and the California Adult Student Assessment System Consortium 1983, under a state administered contract of the Federal P.L. 91-230, Section 310, from the California Department of Education, 721 Capitol Mall, Sacramento, California 95814. However, the content does not necessarily reflect the position or policy of that department or the U.S. Department of Education, no official endorsement of this work should be inferred.

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

CURRICULUM INDEX AND MATRIX

OVERVIEW

The CASAS Curriculum Index and Matrix links selected adult curriculum materials to the CASAS Competency List. Materials were recommended and reviewed by the CASAS Consortium. The materials included are competency-based, appropriate for adult ABE and ESL programs, and cover a range of competencies on the CASAS Competency List. Materials focusing on a single competency or a very limited number of competencies are not included because of space limitations. There is space at the end of the matrix for districts or instructors to code in their own materials.

USING THE INDEX

The materials included in the index are listed by publisher and appropriate mailing address. The page numbers listed next to each publisher refer to the location of their publications in the matrix. Each publication is assigned a letter and number, the letter designating publisher, and the number for the specific publication. Materials having two publishers are so noted. In cases where the materials do no have numbered chapters or units, numbers have been assigned and are included in the index.

EXAMPLE:

A ALEMANY PRESS (SEE P. 20-24)
P.O. Box 5265
San Francisco, CA 94101

*A1 Everyday English, Volume I. Schurer, Linda, ed. San Francisco, California. 1979.
- 1 Transportation
- 2 Food
- 3 Clothes
- 4 Housing
- 5 Telephone
- 6 Health

B GLOBE BOOK COMPANY (SEE P. 20-24)
Cambridge Division
50 West 23rd Street
New York, NY 10010

B1 Reading Improvement. Burke, Barbara. New York, New York. 1977.

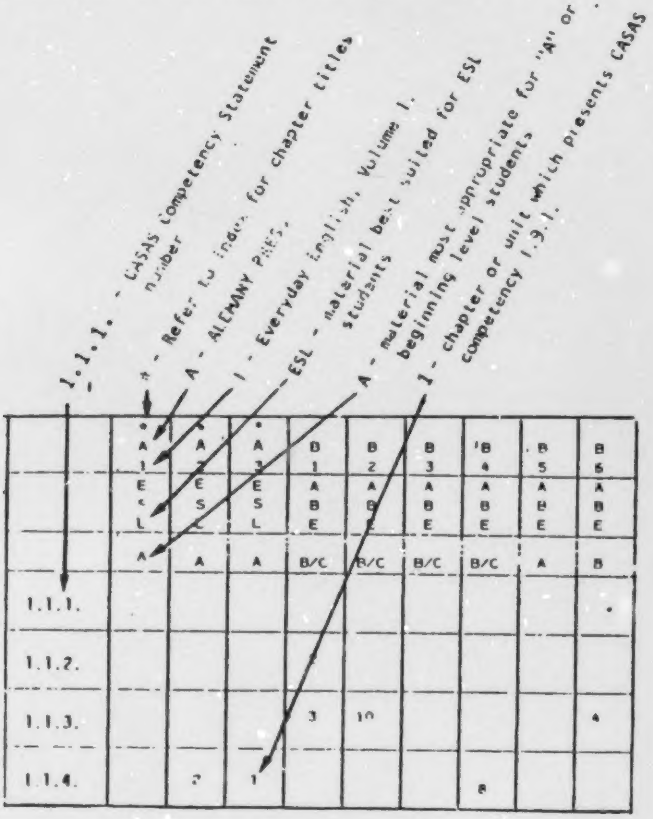
* Materials preceded by an asterisk (*) have been assigned numbers since no chapter or unit numbers are indicated in the publication. The numbers assigned in the index correspond to those listed in the matrix.

Each publication has been identified by a designation of ABE or ESL program areas or both. The difficulty level of the material is indicated by the letters A, B, or C, and represents beginning, intermediate, and advanced levels of ABE and ESL. The specific chapter or unit numbers are coded into the matrix next to the three-digit coded numbers representing the CASAS Competency Statements. (See CASAS Competency List for explanation of each competency statement.)

Materials with an asterisk (*) above the publisher are those that did not number the chapters or units in their publication and the numbers assigned for this matrix are found in the index.

Materials designated "NOT CODED" were recommended and reviewed but are more general in content and are therefore not coded to specific competency statements.

EXAMPLE:


1.1.1. - CASAS Competency Statement number
* - Refer to index for chapter titles
A - ALEMANY PRESS.
1 - Everyday English, Volume 1.
ESL - material best suited for ESL students
A - material most appropriate for "A" or beginning level students
1 - chapter or unit which presents CASAS competency 1.9.1.
*
A 1
ESL
A
*
A 2
ESL
A
*
A 3
ESL
A
B 1
ABE
B/C
B 2
ABE
B/C
B 3
ABE
B/C
B 4
ABE
B/C
B 5
ABE
A
B 6
ABE
B
1.1.1.
1.1.2.
1.1.3.
1.1.4.
3
10
4
2
1
8

USING THE APPENDIX

Publications listed in the four appendices are life skill in content. However, the organization of the listed materials cannot be specifically coded to the competency statements listed in the CASAS Competency Code List.

CURRICULUM INDEX

A ALEMANY PRESS (See pp. 19-23)
P.O. Box 5265
San Francisco, CA 94101

*A1 Everyday English, Volume I. Schurer, Linda, ed. San Francisco, California. 1979.
1 Transportation
2 Food
3 Clothes
4 Housing
5 Telephone
6 Health
7 Post Office
8 Employment
9 School
10 Banking

*A2 Everyday English, Volume IIA. Schurer, Linda, ed. San Francisco, California. 1979.
1 Food
2 Clothes
3 Transportation
4 Post Office
5 School

*A3 Everyday English, Volume IIB. Schurer, Linda, ed. San Francisco, California. 1979.
1 Health
2 Employment
3 Telephone
4 Housing
5 Banking

B GLOBE BOOK COMPANY (See pp. 19-23)
Cambridge Division
50 West 23rd Street
New York, NY 10010

B1 Reading Improvement. Burke, Barbara. New York, New York. 1977.

B2 Reading Performance. Cooper, Lucinda P. New York, New York. 1977.

B3 Reading Achievement. Reiter, Irene. New York, New York. 1981.

B4 Reading Competence. Royce, Sherry. New York, New York. 1977.

B5 Reading for Progress. Royce, Sherry. New York, New York. 1981.

B6 Reading for Results. Royce, Sherry. New York, New York. 1981.

* Materials preceded by an asterisk (*) have been assigned numbers since no chapter or unit numbers are indicated in the publication. The numbers assigned in the index correspond to those listed in the matrix.

*B7 Reading for Life. Royce, Sherry. New York, New York. 1981.
1 Words, Words, Words
2 Here You Go
3 Signs and Sound
4 You Need a Home
5 Things in the House
6 Good Health
7 Time for Fun
8 You Can Get a Job
9 Ways to Save Money
10 The Government Works for You

D CLOVIS ADULT SCHOOL (See pp. 19-23)
Project CLASS
914 Fourth Street
Clovis, CA 93612

**D1 Competency Based Live Ability Skills (CLASS) - Consumer Economics, Levels I and II. Clovis, California. 1978.

**D2 Competency Based Live Ability Skills (CLASS) - Health, Levels I and II. Clovis, California. 1978.

**D3 Competency Based Live Ability Skills (CLASS) - Government and Law, Levels I and II. Clovis, California. 1978.

**D4 Competency Based Live Ability Skills (CLASS) - Community Resources, Levels I and II. Clovis, California. 1978.

**D5 Competency Based Live Ability Skills (CLASS) - Occupational Knowledge, Levels I and II. Clovis, California. 1978.

**D6 Competency Based Live Ability Skills (CLASS) - Interpersonal Relations, Levels I and II. Clovis, California. 1978.

E DELTA SYSTEMS COMPANY, INC. (See pp. 24-28)
215 N. Arlington Heights Rd.
Arlington Heights, IL 60004

***E1 English as a Second Language - A New Approach for the 21st Century, Lessons 1-40. Arlington Heights, Illinois.

E2 Passage to ESL Literacy. Longfield, Diane M. Arlington Heights, Illinois. 1981.

* Materials preceded by an asterisk (*) have been assigned numbers since no chapter or unit numbers are indicated in the publication. The numbers assigned in the index correspond to those listed in the matrix.

** See also U - Fearon Education, a Division of Pitman Learning, Inc.

*** See also M - Modulearn, Inc.

G ETC PRESS (See pp. 24-28)
234 E. Limberlost
Tucson, AZ 85705

G1 Etc. Newspapers - a Reading Supplement for English Language Learners, Volume 4. Tucson, Arizona. 1980.

G2 Etc. Newspapers - a Reading Supplement for English Language Learners, Volume 5. Tucson, Arizona. 1980.

G3 Etc. Newspapers - a Reading Supplement for English Language Learners, Volume 6. Tucson, Arizona. 1980.

I INSTITUTE OF MODERN LANGUAGES, INC. (See pp. 24-28)
SR Publishers
2622 Pittman Drive
Silver Springs, MD 20910

I1 Speak English - Basic Beginning Book. Corley, M. Silver Springs, Maryland. 1980.

I2 Speak English - Text One. Corley, M. Silver Springs, Maryland. 1980.

J LAKESHORE CURRICULUM MATERIALS COMPANY (See pp. 24-28)
2695 East Dominguez Street
P.O. Box 6261
Carson, CA 90745

J1 Skills for Living - Unit 1: Filling Out Forms and Following Directions. Klasky, Charles and Burbott, Matthew. Carson, California. 1978.

J2 Skills for Living - Unit 2: Coping as a Consumer. Klasky, Charles and Burbott, Matthew. Carson, California. 1978.

J3 Skills for Living - Unit 3: On the Job. Klasky, Charles and Burbott, Matthew. Carson, California. 1978.

J4 Skills for Living - Unit 4: Everyday Communications. Klasky, Charles and Burbott, Matthew. Carson, California. 1978.

L LOS ANGELES UNIFIED SCHOOL DISTRICT (See pp. 24-28)
DIVISION OF CAREER AND CONTINUING EDUCATION
1320 W. Third Street
Los Angeles, CA 90017

*L1 Competency Achievement Packets (CAPS). Los Angeles, California. 1980.
1 Applying for a Job
2 Automobile
3 Auto Safety
4 Budgeting
5 Buying, Mortgaging and Financing a Home

* Materials preceded by an asterisk (*) have been assigned numbers since no chapter or unit numbers are indicated in the publication. The numbers assigned in the index correspond to those listed in the matrix.

*L1 Competency Achievement Packets (CAPS), continued:

6 California State Government
7 Checking Account
8 Child Health Care
9 Comparison Shopping
10 Conserving Energy in the Home
11 Constitutional Rights
12 Consumer Contracts
13 Consumer Rights and Responsibilities
14 Credit
15 Drugs, Cigarettes and Alcohol
16 Equal Employment Opportunity
17 Family Planning
18 First Aid
19 Home and School Cooperation
20 Home Maintenance
21 Instructional Facilities
22 Insurance
23 Interpersonal Family Relationships
24 Interpersonal Skills on the Job
25 Job Interviews
26 Job Performance
27 Judicial System
28 Labels
29 Legal Services
30 Local Government
31 Medical Insurance and Benefits
32 Nutrition in the Home
33 Personal Characteristics/Career Requirements
34 Renting
35 Respect for the Law
36 Responsibilities of Citizenship
37 Responsibilities of Parenthood
38 Savings
39 Social Legislation and Taxes
40 Sources of Employment Information
41 Taxes
42 United States National Government
43 Vehicles and the Law
44 Voting

M MODULEARN, INC. (See pp. 24-28)
P.O. Box 667
San Juan Capistrano, CA 92693

**M1 English as a Second Language - A New Approach for the 21st Century, Lessons 1-40 - Beginning English for Adults. San Juan Capistrano, California 1975.

**M2 English as a Second Language - A New Approach for the 21st Century, Lessons 1-30 - Intermediate English for Adults. San Juan Capistrano, California. 1975.

* Materials preceded by an asterisk (*) have been assigned numbers since no chapter or unit numbers are indicated in the publication. The numbers assigned in the index correspond to those listed in the matrix.

** See also E - Delta Systems, Inc.

N NATIONAL TEXTBOOK COMPANY (See pp. 24-28)
VOLUNTAD PUBLISHING COMPANY
8529 Miles Center Road
Skokie, IL 60077

N1 Everyday English, Book 1. Krulik, David. Skokie, Illinois. 1980.

N2 Everyday English, Book 2. Krulik, David. Skokie, Illinois. 1980.

N3 Everyday English, Book 3. Krulik, David. Skokie, Illinois. 1980.

N4 Everyday English, Book 4. Krulik, David. Skokie, Illinois. 1980.

O NEW READERS PRESS (See pp. 24-33)
P.O. Box 427
Syracuse, NY 13210

01 Be Informed Series, Units 1-20. Syracuse, New York. 1976.

****02 Practice in Survival Reading (Books 2 and 3)

(A) Signs Around Town - Practice in Survival Reading 2. Greatsinger, Calvin. Skokie, Illinois. 1976.
(B) Label Talk - Practice in Survival Reading 3. Greatsinger, Calvin. Skokie, Illinois. 1976.

****03 Practice in Survival Reading (Books 4-8)

(A) Read the Instructions First - Practice in Survival Reading 4. Greatsinger, Calvin. Skokie, Illinois. 1976.
(B) Your Daily Paper - Practice in Survival Reading 5. Stein, Wendy. Skokie, Illinois. 1977.
(C) It's on the Map - Practice in Survival Reading 6. Waelder, Patricia Kelly. Skokie, Illinois. 1978.
(D) Let's Look It Up - Practice in Survival Reading 7. Waelder, Patricia Kelly. Skokie, Illinois. 1977.
(E) Caution: Fine Print Ahead - Practice in Survival Reading 8. Waelder, Patricia Kelly. Skokie, Illinois. 1978.

P P.A.R., INC. (See pp. 29-33)
PROGRAMS FOR ACHIEVEMENT IN READING, INC.
Abbott Park Place
Providence, RI 02903

P1 LABEL - Library of Adult Basic Education Learning Activity Packets. Providence, Rhode Island. 1978.

**** Materials consist of a series of titles. Each title in the series is preceded by a letter designation. The letters assigned in the index correspond to those listed in the matrix.

Q PRENTICE-HALL, INC. (See pp. 29-33)
College Operations
Englewood Cliffs, NJ 07632

Q1 A Conversation Book - English for Everyday Life, Book 1. Carver, Tina Kasloff. Englewood Cliffs, New Jersey. 1977.

Q2 A Conversation Book - English for Everyday Life, Book 2. Carver, Tina Kasloff. Englewood Cliffs, New Jersey. 1977.

Q3 English for Adult Competency, Book 1. Keltner, Autumn, Howard, Leann, and Lee, Frances. Englewood Cliffs, New Jersey. 1981.

Q4 English for Adult Competency, Book 2. Keltner, Autumn and Bitterlin, Gretchen. Englewood Cliffs, New Jersey. 1981.

Q7 Basic English for Adult Competency. Keltner, Autumn, Howard, Leann, and Lee, Frances. Englewood Cliffs, New Jersey. 1983.

Q8 A Writing Book - English in Everyday Life. Carver, Tina Kasloff and others. Englewood Cliffs, New Jersey. 1982.

R REGENTS PUBLISHING COMPANY, INC. (See pp. 29-33)
Two Park Avenue
New York, NY 10016

R1 Life Lines -1. Foley, Barbara and Pomann, Howard. New York, New York. 1981.

R2 Life Lines -2. Foley, Barbara and Pomann, Howard. New York, New York. 1982.

R3 Life Lines -3. Foley, Barbara and Pomann, Howard. New York, New York. 1982.

R4 Life Lines -4. Foley, Barbara and Pomann, Howard. New York, New York. 1982.

S SCHOLASTIC BOOK SERVICES (See pp. 29-33)
50 West 44th Street
New York, NY 10036

S1 Real Life Math Skills. Angeles, Eleanor. New York, New York. 1978.

S2 Reading and Writing on the Job. Handel, Ruth. New York, New York. 1979.

S3 Real Life Reading Skills. Levin, Beatrice Jackson. New York, New York. 1977.

S4 Real Life Writing Skills. Levin, Beatrice Jackson. New York, New York. 1979.

S5 Real Life Citizenship. Dykstra, Gretchen and others. New York, New York. 1979.

T SCOTT, FORESMAN AND COMPANY (See pp. 29-38)
Lifelong Learning Division
1900 East Lake Avenue
Glenview, IL 60025

T1 English That Works - ICB-VESL, Book 1. Savage, Lynn K. Glenview, Illinois. 1982.

T2 English That Works - ICS-VESL, Book 2. Savage, Lynn K. Glenview, Illinois. 1982.

U FEARON EDUCATION (See pp. 34-38)
A DIVISION OF PITMAN LEARNING, INC.
P.O. Box 741
Belmont, CA 94002

**U1 LifeSchool - A Pacemaker Program, Binder 1 - Consumer Economics. Belmont, California. 1981.

**U2 LifeSchool - A Pacemaker Program, Binder 2 - Health. Belmont, California. 1981.

**U3 LifeSchool - A Pacemaker Program, Binder 3 - Government and Law/Community Resources. Belmont, California. 1981.

**U4 LifeSchool - A Pacemaker Program, Binder 4 - Occupational Knowledge/Interpersonal Relations. Belmont, California. 1981.

V OXFORD UNIVERSITY PRESS (See pp. 34-38)
200 Madison Avenue
New York, NY 10016

*V1 S.O.S. Freeman, Daniel B. New York, New York. 1982.
1 The Doctor
2 The Hospital Emergency Room
3 The Dentist
4 Housing
5 Fire and Robbery
6 Jobs
7 Banking
8 Post Office and Telephone
9 Transportation
10 Shopping for Food
11 Shopping for Clothes
12 Shopping for Furniture
13 School and Day Care Centers
14 Repairs: Appliance and Auto

W ADDISON-WESLEY PUBLISHING COMPANY (See pp. 34-38)
South Street
Reading, MA 01867

W1 Lifeskills 1. Defilippo, Judy and Walker, Michael. Reading, Massachusetts. 1982.

* Materials preceded by an asterisk (*) have been assigned numbers since no chapters or unit numbers are indicated in the publication. The numbers assigned in the index correspond to those listed in the matrix.

** See also D - Clovis Adult School

W2 Lifeskills 2. Defilippo, Judy and Walker, Michael. Reading, Massachusetts. 1982.

W3 Impact! 1. Motta, Janice and Riley, Kathryn. Reading, Massachusetts. 1982.

W4 Impact! 2. Motta, Janice and Riley, Kathryn. Reading, Massachusetts. 1982.

W5 Impact! 3. Motta, Janice and Riley, Kathryn. Reading, Massachusetts. 1982.

X JANUS BOOK PUBLISHERS (See pp. 34-38)
2501 Industrial Parkway West
Hayward, CA 94545

****X1 On Your Own (Series of 4 titles)

(A) Need a Doctor? Lappin, Myra and Feinglass, Sanford. Hayward, California. 1981.
(B) Caring for Your Car. Grebel, Rosemary and Pogrund, Phyllis. Hayward, California. 1981.
(C) Sharing an Apartment. Anema, Durlynn. Hayward, California. 1981
(D) Getting Help - A Guide to Community Services. Chan, Janis Fisher. Hayward, California. 1981.

****X2 Survival Guides (Series of 9 titles)

(A) Becoming a Driver. Grebel, Rosemary and Pogrund, Phyllis. Hayward, California. 1981.
(B) Finding a Good Used Car. Fletcher, William and Kelley, Patrick. Hayward, California. 1977.
(C) Getting Around Towns and Cities. Roderman, Winifred Ho. Hayward, California. 1979.
(D) Help! - First Steps to First Aid. Canario, Jack and Mathias, Marilynne. Hayward, California. 1980.
(E) Reading and Following Directions. Roderman, Winifred Ho. Hayward, California. 1978.
(F) Reading a Newspaper. Larned, Phyllis and Randall, Nicholas. Hayward, California. 1978.
(G) Reading Schedules. Roderman, Winifred Ho. Hayward, California. 1978.
(H) Using the Phone Book. Gundlach, Patricia Parrott and Kelsey, Keenan. Hayward, California. 1981
(I) Using the Want Ads. Jew, Wing and Tandy, Carol. Hayward, California. 1977.

****X3 Money Matter Guides (Series of 4 titles)

(A) Be Ad-Wise - A Guide to Reading Ads. Canario, Jack. Hayward, California. 1981.
(B) Master Your Money - A Guide to Budgeting. Wilson, Rachel. Hayward, California. 1981.
(C) More For Your Money - A Guide to Comparison Shopping. Kelsey, Keenan Colton and Gundlach, Patricia Parrott. Hayward, California. 1981.
(D) Pay by Check - A Guide to Checking Accounts. Chan, Janis Fisher, Hayward, California. 1981.

**** Materials consist of a series of titles. Each title in the series is preceded by a letter designation. The letters assigned in the index correspond to those listed in the matrix.

Y CAMBRIDGE BOOK COMPANY (See pp. 34-43)
888 Seventh Avenue
New York, NY 10106

****Y1 English Spoken Here (Level 1)

(A) Getting Started - Level 1, Student Text. Messec, Jerry L. and Kranich, Roger E. New York, New York. 1982.
(B) Getting Started - Level 1, Exercise Book. Merriman, Mark S. and Plimpton, Jack H. New York, New York. 1982.

****Y2 English Spoken Here (Level 2)

(A) Consumer Information - Level 2, Student Text. Messec, Jerry L. and Kranich, Roger E. New York, New York. 1982.
(B) Consumer Information - Level 2, Exercise Book. Merriman, Mark S. and Plimpton, Jack H. New York, New York. 1982.

****Y3 English Spoken Here (Level 3)

(A) Health and Safety - Level 3, Student Text. Messec, Jerry L. and Kranich, Roger E. New York, New York. 1982.
(B) Health and Safety - Level 3, Exercise Book. Merriman, Mark S. and Kranich, Roger E. New York, New York. 1982.

****Y4 English Spoken Here (Level 4)

(A) Life in the United States - Level 4, Student Text. Messec, Jerry L. and Kranich, Roger E. New York, New York. 1982.
(B) Life in the United States - Level 4, Exercise Book. Messec, Jerry L. and Kranich, Roger E. New York, New York. 1982.

Y5 Living in the Reader's World - Book 1. Schenk, Brian, ed. New York, New York. 1983.

Y6 Living in the Reader's World - Book 2. Schenk, Brian, ed. New York, New York. 1983.

Z HOLT, RINEHART AND WINSTON, INC. (See pp. 39-43)
383 Madison Avenue
New York, NY 10017

Z1 California Survival. Hall, Betty and Ross, Mel. New York, New York. 1979.

AA STECK-VAUGHN COMPANY (See pp. 39-43)
807 Brazos
P.O. Box 2028
Austin, TX 78768

AA1 Signs and Labels. Gottlieb, Joan S. Austin, Texas. 1983.

AA2 Forms and Messages. Gottlieb, Joan S. Austin, Texas. 1983.

****Materials consist of a series of titles. Each title in the series is preceded by a letter designation. The letters assigned in the index correspond to those listed in the matrix.

BB HEINEMANN EDUCATIONAL BOOKS, INC. (See pp. 39-43)
4 Front Street
Exeter, NH 03833

BB1 A New Start - Student Book. Mrowicki, Linda and Furnborough, Peter. Exeter, New Hampshire. 1982.

CC INSTRUCTIONAL/COMMUNICATIONS TECHNOLOGY, INC. (See pp. 39-43)
10 Stepar Place
Huntington Station, NY 11746

****CC1 Today (series of 2 books)

(A) Today - Book A-1. Sherman, Elaine and others. Huntington Station, New York. 1977.
(B) Today - Book A-2. Sherman, Elaine and others. Huntington Station, New York. 1977.

****CC2 Today (series of 2 books)

(A) Today - Book B-1. Sherman, Elaine and others. Huntington Station, New York. 1977.
(B) Today - Book B-2. Sherman, Elaine and others. Huntington Station, New York. 1977.

DD LONGMAN, INC. (See pp. 39-43)
19 West 44th Street
New York, NY 10038

DD1 It's Up To You - Language Skills and Strategies for Getting a Job. Dresner, Joanne and others. New York, New York. 1980.

EE EDUCATIONAL DESIGN, INC. (See pp. 39-43)
47 West 13th Street
New York, NY 10011

EE1 Life Skills Reading. Mullins, Carol. New York, New York. 1980.

EE2 Life Skills Reading 2 - Comprehension Skills. Mullins, Carol. New York, New York. 1981.

EE3 Life Skills Writing. Mosenfelder, Donn and Kaplan, Ellen. New York, New York. 1981.

EE4 Life Skills Writing 2 - Writing for the World of Work. Kaplan, Ellen. New York, New York. 1982

**** Materials consist of a series of titles. Each title in the series is preceded by a letter designation. The letters assigned in the index correspond to those listed in the matrix.

APPENDIX A

ESL GRAMMAR/CONVERSATIONAL MATERIALS

The following bibliography consists of materials appropriate for use with adult ESL students in the teaching of English grammatical structure through listening and conversational activities. The content of the conversational activities is adult life skill oriented and presents the English language as it is most commonly spoken. Although the activities focus on the five CASAS life skill content areas, the organization of the listed publications cannot be specifically coded to the competency statements listed in the CASAS Competency Code List.

ALEMANY PRESS
P.O. Box 5265
San Francisco, CA 94101

Live Action English for Foreign Students (LAEFFS). Romijn, E. San Francisco, California. 1979.

HARCOURT BRACE JOVANOVICH, INC.
1250 Fifth Avenue
San Diego, CA 92101

Milk and Honey - Book 1. and Milk and Honey - Workbook 1. Bodman, Jean W. and Lanzano, Michael R. San Diego, California. 1981.

Milk and Honey - Book 2. and Milk and Honey - Workbook 2. Bodman, Jean W. and Lanzano, Michael R. San Diego, California. 1981.

Milk and Honey - Book 3. and Milk and Honey - Workbook 3. Bodman, Jean W. and Lanzano, Michael R. San Diego, California. 1981

Milk and Honey - Book 4. and Milk and Honey - Workbook 4. Bodman, Jean W. and Lanzano, Michael R. San Diego, California. 1981.

Milk and Honey - Book 5. and Milk and Honey - Workbook 5. Bodman, Jean W. and Lanzano, Michael R. San Diego, California. 1981.

INSTITUTE OF MODERN LANGUAGES, INC.
SR PUBLISHERS
2622 Pittman Drive
Silver Springs, MD 20910

Prevocational English - Text 1. Rusthoi, Daniel. Silver Springs, Maryland. 1970.

Prevocational English - Text 2. Rusthoi, Daniel. Silver Springs, Maryland. 1970.

APPENDIX A continued:

LITTON EDUCATIONAL PUBLISHING COMPANY, INC.
135 West 50th Street
New York, NY 10020

InterCom - English for International Communication, Volume 1. Yorkey, Richard C. New York, New York. 1977.

InterCom - English for International Communication, Volume 2. Yorkey, Richard C. New York, New York. 1977.

InterCom - English for International Communication, Volume 3. Yorkey, Richard C. New York, New York. 1977.

InterCom - English for International Communication, Volume 4. Yorkey, Richard C. New York, New York. 1977.

InterCom - English for International Communication, Volume 5. Yorkey, Richard C. New York, New York. 1977.

InterCom - English for International Communication, Volume 6. Yorkey, Richard C. New York, New York. 1977.

PRENTICE-HALL, INC.
College Operations
Englewood Cliffs, NJ 07632

Side by Side - English Grammar Through Guided Conversation, Book 1A. Molinsky, Steven J. Englewood Cliffs, New Jersey. 1983.

Side by Side - English Grammar Through Guided Conversation, Book 1B. Molinsky, Steven J. Englewood Cliffs, New Jersey. 1983

Side by Side - English Grammar Through Guided Conversation, Book 2A. Molinsky, Steven J. Englewood Cliffs, New Jersey. 1983.

Side by Side - English Grammar Through Guided Conversation, Book 2B. Molinsky, Steven J. Englewood Cliffs, New Jersey. 1983.

Line by Line - English Grammar Stories, Book One. Molinsky, Steven J. Englewood Cliffs, New Jersey. 1983.

APPENDIX B

ABE MATH MATERIALS

The following bibliography consists of materials appropriate for use with adult ABE students in the teaching of basic math skills. Although the primary focus of these materials is the teaching of sequential basic math skills, integrated into the lessons are life skill applications that demonstrate the use of math in daily life. Each of the five CASAS life skill content areas is reflected in the life skill applications, but the organization of the listed publications cannot be specifically coded to the competency statements listed in the CASAS Competency Code List.

EDUCATIONAL DESIGN, INC.
47 West 13th Street
New York, NY 10011

Life Skills Math. Mosenfelder, Donn. New York, New York. 1980.

Life Skills Math 2. Mosenfelder, Donn. New York, New York. 1980.

SCOTT FORESMAN AND COMPANY
Lifelong Learning Division
1900 East Lake Avenue
Glenview, IL 60025

Essential Mathematics for Life, Book 1 - Whole Numbers. Charuhas, Mary and others. Glenview, Illinois. 1981.

Essential Mathematics for Life, Book 2 - Decimals and Fractions. Charuhas, Mary and others. Glenview, Illinois. 1981.

Essential Mathematics for Life, Book 3 - Percentages, Graphs, and Measurement. Charuhas, Mary and others. Glenview, Illinois. 1981.

STECK-VAUGHN COMPANY
807 Brazos
P.O. Box 2028
Austin, TX 78768

Practical Math - Book 1. Watkins, H. Lewis. Austin, Texas. 1982.

Practical Math - Book 2. Watkins, H. Lewis. Austin, Texas. 1982.

APPENDIX C

ABE/ESL SUPPLEMENTAL READING COMPREHENSION MATERIALS

The following bibliography consists of supplemental reading materials appropriate for use with adult ABE and ESL students. While the purpose of these materials is to increase reading comprehension, the content of the selections is adult life skill oriented. The five CASAS life skill content areas are presented in the reading materials but the organization of the listed publications cannot be specifically coded to the competency statements listed in the CASAS Competency Code List.

AMERICANA ARTICLES
2208 Grove Street #6
Berkeley, CA 94704

Americana Articles - An Intermediate ESL Reader, Volume 1. Ruffner, Tacey. 1982.

CAMBRIDGE
THE ADULT EDUCATION COMPANY
888 Seventh Avenue
New York, NY 10106

Living in the Reader's World - Book 3. Schenk, Brian, ed. New York, New York. 1983.

Living in the Reader's World - Book 4. Schenk, Brian, ed. New York, New York. 1983.

EDUCATIONAL DESIGN, INC.
47 West 13th Street
New York, NY 10011

Developing Everyday Reading Skills - Book 1. Margulies, Stuart and Feder, Chris Welles. New York, New York. 1982.

Developing Everyday Reading Skills - Book 2. Margulies, Stuart and Feder, Chris Welles. New York, New York. 1982.

HARCOURT BRACE JOVANOVICH, INC.
1250 Fifth Avenue
San Diego, CA 92101

Focus - A Reading Series for Adults - A Land of Opportunity. Gartler, Marion and Benditt, Marcella. San Diego, California. 1982.

Focus - A Reading Series for Adults - From Moment to Moment. Gartler, Marion and Benditt, Marcella. San Diego, California. 1982.

Focus - A Reading Series for Adults - A New Life. Gartler, Marion and Benditt, Marcella. San Diego, California. 1982.

SCOTT, FORESMAN AND COMPANY
Lifelong Learning Division
1900 East Lake Avenue
Glenview, IL 60025

People - Adult Reading Comprehension, Levels A-F. Malone, Violet M. and others. Glenview, Illinois. 1982.

Messages - Adult Reading Comprehension, Levels A-F. Malone, Violet M. and others. Glenview, Illinois. 1982.

Cultures - Adult Reading Comprehension, Levels A-F. Malone, Violet M. and others. Glenview, Illinois. 1982.

Coping - Adult Reading Comprehension, Levels A-F. Malone, Violet M. and others. Glenview, Illinois. 1982.

APPENDIX D

ABE/ESL WRITING MATERIALS

The following bibliography consists of materials appropriate for use with adult ABE and ESL students in the teaching of basic writing skills. These materials present writing skills sequentially and focus upon writing applications that are life skill oriented. Although the materials address each of the five CASAS life skill content areas, the organization of the listed publications cannot be specifically coded to the competency statements listed in the CASAS Competency Code List.

LOS ANGELES UNIFIED SCHOOL DISTRICT
DIVISION OF CAREER AND CONTINUING EDUCATION
1320 W. Third Street
Los Angeles, CA 90017

Reading Vocabulary in Action - A Basic Writing Program, Level 1, Blue. Los Angeles, California. 1977.

Reading Vocabulary in Action - A Basic Writing Program, Level 2, Green. Los Angeles, California. 1977.

Reading Vocabulary in Action - A Basic Writing Program, Level 3, Orange. Los Angeles, California. 1977.

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NEWBERRY HOUSE PUBLISHERS, INC.
54 Warehouse Lane
Rowley, MA 01969

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STECK-VAUGHN COMPANY
807 Brazos
P.O. Box 2028
Austin, TX 78768

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	A 1	A 2	A 3	B 1	B 2	B 3	B 4	B 5	B 6	B 7	D 1	D 2	D 3	D 4	D 5	D 6
	E S L	E S L	E S L	A B E	A B E	A B E	A B E	A B E	A B E	A B E	A E B S E L	A E B S E L	A E B S E L	A E B S E L	A E B S E L	A E B S E L
	A	A	A	B/C	B/C	B/C	B/C	A	B	A	A/B/C	A/B/C	A/B/C	A/B/C	A/B/C	A/B/C
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1.4.3.											I 14					
1.4.4.																
1.4.5.																
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	• A 1	• A 2	• A 3	B 1	B 2	B 3	B 4	B 5	B 6	B 7	D 1	D 2	D 3	D 4	D 5	D 6
	ESL	ESL	ESL	ABE	ABE	ABE	ABE	ABE	ABE	ABE	AE BS EL	AE BS EL	AE BS EL	AE BS EL	AE BS EL	AE BS EL
	A	A	A	B/C	B/C	B/C	B/C	A	B	A	A/B/C	A/B/C	A/B/C	A/B/C	A/B/C	A/B/C
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	* A 1	* A 2	* A 3	B 1	B 2	B 3	B 4	B 5	B 6	B 7	D 1	D 2	D 3	D 4	D 5	D 6
	E S L	E S L	E S L	A B E	A B E	A B E	A B E	A B E	A B E	A B E	A E B S E L	A E B S E L	A E B S E L	A E B S E L	A E B S E L	A E B S E L
	A	A	A	B/C	B/C	B/C	B/C	A	B	A	A/B/C	A/B/C	A/B/C	A/B/C	A/B/C	A/B/C
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	*A 1	*A 2	*A 3	B 1	B 2	B 3	B 4	B 5	B 6	B 7	D 1	D 2	D 3	D 4	D 5	D 6
	E S L	E S L	E S L	A B E	A B E	A B E	A B E	A B E	A B E	A B E	A E B S E L	A E B S E L	A E B S E L	A E B S E L	A E B S E L	A E B S E L
	A	A	A	B/C	B/C	B/C	B/C	A	B	A	A/B/C	A/B/C	A/B/C	A/B/C	A/B/C	A/B/C
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3.5.4.												I 12				
3.5.5.															I 3	
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	A 1	A 2	A 3	B 1	B 2	B 3	B 4	B 5	B 6	B 7	D 1	D 2	D 3	D 4	D 5	D 6
	E S L	E S L	E S L	A B E	A B E	A B E	A B E	A B E	A B E	A B E	A E B S E L	A E B S E L	A E B S E L	A E B S E L	A E B S E L	A E B S E L
	A	A	A	B/C	B/C	B/C	B/C	A	B	A	A/B/C	A/B/C	A/B/C	A/B/C	A/B/C	A/B/C
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5.4.4.						9					I 8 II 4					

	E1	E2	G1	G2	G3	I1	I2	J1	J2	J3	J4	*L1	M1	M2	N1	N2	N3	N4	Q1
	ESL	ESL	ESL	ESL	ESL	ESL	ESL	ABE	ABE	ABE	ABE	ABE	ESL	ESL	ESL	ESL	ESL	ESL	ABE
	A	A	A/B	A/B	A/B	A	A	B/C	B/C	B/C	B/C	C	A	B	B	B	B	C	B/C
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	E 1	E 2	G 1	G 2	G 3	I 1	I 2	J 1	J 2	J 3	J 4	L 1	M 1	M 2	N 1	N 2	N 3	N 4	O 1
	ESL	ESL	ESL	ESL	ESL	ESL	ESL	ABE	ABE	ABE	ABE	ABE	ESL	ESL	ESL	ESL	ESL	ESL	ABE
	A	A	A/B	A/B	A/B	A	A	B/C	B/C	B/C	B/C	C	A	B	B	B	B	C	B/C
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1.9.7.				4				19				3							3
1.9.8.									20			2		23					2
2.1.1.			10	12			1,6	17			13			4				5	
2.1.2.	38			12		8	1				14	18	38	27					

	E1	E2	G1	G2	G3	I1	I2	J1	J2	J3	J4	L1	M1	M2	N1	N2	N3	N4	O1
	ESL	ESL	ESL	ESL	ESL	ESL	ESL	ABE	ABE	ABE	ABE	ABE	ESL	ESL	ESL	ESL	ESL	ESL	ABE
	A	A	A/B	A/B	A/B	A	A	B/C	B/C	B/C	B/C	C	A	B	B	B	B	C	B/C
2.1.3.									11		13			4					
2.1.4.				12					4										
2.1.5.											9								
2.1.6.						1													
2.1.7.																			
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2.2.4.	22,25						6						22,25						
2.2.5.	24				5		6,10	12	8,9		11		24						
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	E 1	E 2	G 1	G 2	G 3	I 1	I 2	J 1	J 2	J 3	J 4	* L 1	M 1	M 2	N 1	N 2	N 3	N 4	O 1
	E S L	E S L	E S L	E S L	E S L	E S L	E S L	A B E	A B E	A B E	A B E	A B E	E S L	E S L	E S L	E S L	E S L	E S L	A B E
	A	A	A/B	A/B	A/B	A	A	B/C	B/C	B/C	B/C	C	A	B	B	B	B	C	B/C
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3.1.1.	11				7						16	8	11		4				
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	E 1	E 2	G 1	G 2	G 3	I 1	I 2	J 1	J 2	J 3	J 4	L 1	M 1	M 2	N 1	N 2	N 3	N 4	O 1
	ESL	ESL	ESL	ESL	ESL	ESL	ESL	ABE	ABE	ABE	ABE	ABE	ESL	ESL	ESL	ESL	ESL	ESL	ABE
	A	A	A/B	A/B	A/B	A	A	B/C	B/C	B/C	B/C	C	A	B	B	B	B	C	B/C
4.1.2.		3			14			1		1	6,7	1				7			7
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5.4.3.								20		8									9
5.4.4.								20		5		41		25					9,16

	O 2	O 3	P 1	Q 1	Q 2	Q 3	Q 4	Q 7	Q 8	R 1	R 2	R 3	R 4	S 1	S 2	S 3	S 4	S 5	T 1
	A E B S E L	A E B S E L	A E B S E L	E S L	E S L	E S L	E S L	E S L	A E B S E L	E S L	E S L	E S L	E S L	A B E	A B E	A B E	A B E	A B E	E S L
	B/C	B/C	B/C	A	B	A	B	A	A/B	A	A	B/C	B/C	B/C	B/C	B/C	B/C	B/C	A
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1.1.4.			CE13			2	2	2,9	6		9			5					
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1.1.8.																			
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1.2.3.														5					
1.2.4.			CE14		2									2,4, 5		6			
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1.3.5.			CE13		2														
1.3.6.		A4,9	CR1 CE22			2,8	2												
1.4.1.			GL5	3	4	5	5	5				8							
1.4.2.			GL5		4	5	5			13	13			3		5			
1.4.3.		E23- 25	GL5			5	5												
1.4.4.			CR1		4		5												
1.4.5.			CE1	6	4	5	5				14		7					1	
1.4.6.				3	4														
1.4.7.			CE1 OK7 OK12	3	4	5	5				14					2			

	O 2	O 3	P 1	Q 1	Q 2	Q 3	Q 4	Q 7	Q 8	R 1	R 2	R 3	R 4	S 1	S 2	S 3	S 4	S 5	T 1
	A E B S E L	A E B S E L	A E B S E L	E S L	E S L	E S L	E S L	E S L	A E B S E L	E S L	E S L	E S L	E S L	A B E	A B E	A B E	A B E	A B E	E S L
	B/C	B/C	B/C	A	B	A	B	A	A/B	A	A	B/C	B/C	B/C	B/C	B/C	B/C	B/C	A
1.4.8.													12		7				
1.5.1.			CE19	10	5									2,3, 5					
1.5.2.			CE19		3,5									3					
1.5.3.		A22	CE8													6			
1.6.1.	B7,11 19	A15	CE14	5			2											VI	
1.6.2.			CE25		2		9						7					VI	
1.6.3.			CE16 CE25		2	6	6		11		11	7					III2		
1.7.1.	B9, 13-15	E16- 18	CE25									7				6		VI	
1.7.2.	B1		CE22	5		6	6									2			
1.7.3.	B2-4, 6,8,12 16,20- 24	A2,3 6-8 10-14	CE23 OK12	3	4										2,4, 6	1,2			
1.7.4.	B5,9, 13,17 21		CE22 CE23 OK12	3								7			6	2			
1.7.5.			CE1												6				
1.8.1.			CE11		5	8	8	8	5		6	4		3		6			
1.8.2.			CE11	7		8	8	8	5	6	6	4	3	3		6			
1.8.3.			CE11 CE18				8							3					
1.8.4.			CE18		3		8		5				3			3,6		VI	
1.9.1.	A16, 20		GL7	6		4	4					5,6		5	1				
1.9.2.		A18 E1,2			3		4		8							3		II	
1.9.3.														5,6					
1.9.4.		C10, 11	CR2	6			4					5,6		6	3,5	4			
1.9.5.			CE5		3		4						4						
1.9.6.			CE10 OK5	6	3	4	4						5						
1.9.7.		A20	CE20				4		8				13						
1.9.8.		E22	CE5 CE20		3														
2.1.1.		A16 17 U2U 21	CR1	6,10			1			20	20			2	4	4		II	4
2.1.2.			CR6 CR1			3	3	3			15	13				4		II	

	O 2	O 3	P 1	Q 1	Q 2	Q 3	Q 4	Q 7	Q 8	R 1	R 2	R 3	R 4	S 1	S 2	S 3	S 4	S 5	T 1
	A E B S E L	A E B S E L	A E B S E L	E S L	E S L	E S L	E S L	E S L	A E B S E L	E S L	E S L	E S L	E S L	A B E	A B E	A B E	A B E	A B E	E S L
	B/C	B/C	B/C	A	B	A	B	A	A/B	A	A	B/C	B/C	B/C	B/C	B/C	B/C	B/C	A
2.1.3.							1												
2.1.4.			CR1																
2.1.5.									2,4, 5,8										
2.1.6.				6															
2.1.7.															5	2	II3		
2.2.1.			CR2 GL7	6	3	4,9	4	4		8,15	7	5,6			3	2	II4		
2.2.2.	A16, 20		GL7	6		4	4	4				5,6			5	1			
2.2.3.			CR3	6		4	4	4		7									
2.2.4.	A5,7, 15	D25	CR3			4	4	4		7	7,8			2		4		II	
2.2.5.		C10, 11,15 24,25	CR2	6	3	4,9	4		8	15		5,6		6	3,5	4			4
2.3.1.				2,10		1	1	1,3, 9	1	7	8,19			4	7				5,6
2.3.2.		D19		4		1	1		1		3								5,6
2.4.1.			GL1			8		1	3						1			I3 IIII	1
2.4.2.		A12	GL1	6		8	8			16				2	7			III	
2.4.3.			GL1		4	8	8	8	3							3		III	
2.4.5.				7			8												
2.4.6.			GL1			8	8												
2.5.1.			GL3,4 12,14 CR6	8		3	3	3			15	13,14	12					II	
2.5.2.		A24 E6,7, 19,20	GL3,8 12,14 CR9 H13	6	4		9									3		II III	
2.5.3.			CR2		6	9	3,9	3				10	8,9					II	
2.5.4.	A1-4, 6,13, 24		CR7	8		4	4,9	7							3	4			4
2.5.5.				6								9							
2.5.6.		D1-9	CR4 CR8			9	9								3,4, 7	4,5	III		
2.5.7.		E15														3		II	
2.5.8.		B1-25	CR5 GL14				9		11						1,4	5	III2		
2.5.9.						9	9												

	O2	O3	P1	Q1	Q2	Q3	Q4	Q7	Q8	R1	R2	R3	R4	S1	S2	S3	S4	S5	T1
	ABE ESL	ABE ESL	ABE ESL	ESL	ESL	ESL	ESL	ESL	ABE ESL	ESL	ESL	ESL	ESL	ABE	ABE	ABE	ABE	ABE	ESL
	B/C	B/C	B/C	A	B	A	B	A	A/B	A	A	B/C	B/C	B/C	B/C	B/C	B/C	B/C	A
2.6.1.	A9,10 14,17 19,25	A5 D24		9		9	9				2,16								
2.6.2.		B19-21		9			9									5			
2.6.3.			CR7	9	3	4	4							6	4,5				
2.6.4.	A8			9		2	2			10	10			2	2,5	6			
3.1.1.			H4,5, 9,11	8	6	3	3	3,9		17,18	17	10,11	9,10						
3.1.2.			H2,4	8		3	3	3				10,11							
3.2.1.			H4	8		3	3		7				10						
3.2.2.		D14	H8		6	3,9	3												
3.2.3.		E21	CR9 H7,13 GL12		6				7					3					
3.3.1.			H1,9		6	3	3				18								
3.3.2.	B10, 15	A21	H1			3	3	3								1,2			
3.3.3.			CE21 H1			3	3												
3.4.1.	B4,12, 16-19, 21,24, 25	A8,10 14,19	H3	3	4,6	3	3	3								1			
3.4.2.			H3				3	5											
3.4.3.		A23	H3, 10, 14		6				7						5				
3.4.4.			OK9																
3.4.5.			H6, 14										8						
3.5.1.	B7, 11			5			2									2		VI	
3.5.2.		D15	CE7 H12		6														
3.5.3.			CE13																
3.5.4.			H2	8	6	3	3	3											
3.5.5.																			
3.5.6.																			
3.5.7.																			
3.5.8.			H14										8						
3.5.9.			H4, 14	8	6	3	3	3		17,18									
4.1.1.				7					9						1	3		III	

	O 2	O 3	P 1	Q 1	Q 2	Q 3	Q 4	Q 7	Q 8	R 1	R 2	R 3	R 4	S 1	S 2	S 3	S 4	S 5	T 1
	ABE ESL	ABE ESL	ABE ESL	ESL	ESL	ESL	ESL	ESL	ABE ESL	ESL	ESL	ESL	ESL	ABE	ABE	ABE	ABE	ABE	ESL
	B/C	B/C	B/C	A	B	A	B	A	A/B	A	A	B/C	B/C	B/C	B/C	B/C	B/C	B/C	A
4.1.2.			OK8	7	5	7	1,7		9		4	2	14		1,2	3	III II5		1
4.1.3.			OK3	7	5	7	7	7			4	2			8			III	2,3.6
4.1.4.	A23		OK8		5	7	7		9						1	5			6
4.1.5.			OK8		5	7	7				4	2	14		1				6
4.1.6.			OK1-12	7	5	7	7							4	1-8				1-6
4.1.7.			OK11												2-8				2,3
4.1.8.						7		7							2			III	4,5
4.1.9.											17								
4.2.1.			OK2	7		7	7		9					4				III	5,6
4.2.2.			OK6		5														
4.2.3.			OK6		5														6
4.3.1.			OK9																
4.3.2.			OK9																
4.3.3.			OK9																
4.3.4.			OK9																
5.1.1.			GL10															V	
5.1.2.			GL10															V	
5.1.3.			GL10															V	
5.3.1.		E3,8,9,10	GL6,9,13															I,IV	
5.3.2.						9	9											IV	
5.3.3.			GL2																
5.3.4.		E14																	
5.3.5.		A25					4											IV	
5.4.1.			GL11						9					3				III	
5.4.2.														2	2			II	
5.4.3.			GL11											2	2			II III	
5.4.4.		E4,5	GL11		5													II III	

	T 2	U 1	U 2	U 3	U 4	V 1	W 1	W 2	W 3	W 4	W 5	X 1	X 2	X 3	Y 1	Y 2	Y 3	Y 4	Y 5
	ESL	ABE ESL	ABE ESL	ABE ESL	ABE ESL	ESL	ESL	ESL	ABE ESL	ABE ESL	ABE ESL	ABE	ABE	ABE	ESL	ESL	ESL	ESL	ABE
	B	A/B/C	A/B/C	A/B/C	A/B/C	A/B	A/B	B	A	B	C	B/C	B/C	B/C	A/B	A/B	B/C	B/C	A
1.1.1.								11					E5						
1.1.2.							5	11											
1.1.3.				6,9				9,10			1,2,4 5-10, 12								
1.1.4.		2								8				C5		B5			
1.1.5.			9				12												
1.1.6.		1					2		15							A1 B1			
1.1.7.		2												C2,4, 6		A2 B2			
1.1.8.																			
1.1.9.		4				11	2							A8		A3 B3			
1.2.1.		3					2,5,7	10,11 12		4,7, 12			11-6	A1-10 C1-10		A2,3,5 B2,5		A2	5-14, 19
1.2.2.		3				10	2,7	10,11		2,4, 7,12			11-6	A1-10 C1-10		A2,5 B2,5		A2	
1.2.3.							2	11		3				A4		A3			
1.2.4.		3				10	4							C4,6 7		A2 B2			
1.3.1.		6				10,11 12				11				A5,6, 9					
1.3.2.		6				12				10						A3			
1.3.3.						12		10		8,11									
1.3.4.										8,9				A7					
1.3.5.						10	5	11		3				A5		A2 B2			
1.3.6.						7													
1.4.1.		5				4	7	2		6		C1				A4			
1.4.2.		5				4	7	2		6		C1	15			A4 B4			
1.4.3.		5				4	7									A4			
1.4.4.															A2	A4			
1.4.5.		5				4										A4			
1.4.6.																			
1.4.7.							7					C7							

	T 2	U 1	U 2	U 3	U 4	* V 1	W 1	W 2	W 3	W 4	W 5	X 1	X 2	X 3	Y 1	Y 2	Y 3	Y 4	Y 5
	E S L	A E B S E L	A E B S E L	A E B S E L	A E B S E L	E S L	E S L	E S L	A E B S E L	A E B S E L	A E B S E L	A B E	A B E	A B E	E S L	E S L	E S L	E S L	A B E
	B	A/B/C	A/B/C	A/B/C	A/B/C	A/B	B	A	B	C	B/C	B/C	B/C	B/C	B/C	B/C	B/C	B/C	A
1.4.8.			4	4		5													
1.5.1.		9						9				D4		B1-10					
1.5.2.		9												B1-10					
1.5.3.		6,7					8		15	10		C6							
1.6.1.		3											E5						
1.6.2.						14													
1.6.3.						11,14										A5		A1,2	
1.7.1.						14		12		7			B2			A5 B5			
1.7.2.		4				11	2							A9		A3			
1.7.3.	3		4										E3,4, 7						
1.7.4.						12, 14	7						E4	A8					
1.7.5.						14													
1.8.1.		10				7	8	1	15					D1-10				A1 B1	
1.8.2.		10				7	8	1,4, 10	15					D1-10		A2		A1 B1	
1.8.3.						7		1											
1.8.4.						7													
1.9.1.				8		9	11	10											1-10, 12,14 19
1.9.2.				3		9		10					A1-3					A2	
1.9.3.																			
1.9.4.						9		10					C6						
1.9.5.								10		7,12			B1-8 16	A10					
1.9.6.						14	10,11	10		12			B1-10	A4 B4-8					
1.9.7.													B7,9	A8-10			A4 B2		
1.9.8.														A5,6					
2.1.1.						3,8	1,3			1			D1-10	C5 H1-9	A4 B2	A1,5			8,19
2.1.2.		7	8			2	3						D5	D8,10 H9	A2		A4 B4		

	T 2	U 1	U 2	U 3	U 4	V 1	W 1	W 2	W 3	W 4	W 5	X 1	X 2	X 3	Y 1	Y 2	Y 3	Y 4	Y 5
	E S L	A E B S E L	A E B S E L	A E B S E L	A E B S E L	E S L	E S L	E S L	A E B S E L	A E B S E L	A E B S E L	A B E	A B E	A B E	E S L	E S L	E S L	E S L	A B E
	B	A/B/C	A/B/C	A/B/C	A/B/C	A/B	A/B	B	A	B	C	B/C	B/C	B/C	B/C	B/C	B/C	B/C	A
2.1.3.						8	3						H9						
2.1.4.		7																	
2.1.5.																			
2.1.6.						8	3						D2		A2 B2				
2.1.7.															A2 B2				
2.2.1.	2					9	3		11				C1,2, 5,6		A3 B3				
2.2.2.				9		9		10							A3 B3				1-10, 12,14 19
2.2.3.	2			9		9		5					C8 G7,8		A3 B3				
2.2.4.	2			9		9	3			13			C7,8 G1,7, 8		B4				15,16
2.2.5.						9	3	10	11				C6		A3,5 B3				
2.3.1.							3	2	10,14				G3		A4,5 B4,5				
2.3.2.							3	9	11,13				G2		A4 B4				
2.4.1.				10														A1	
2.4.2.				10		8		4										A1	
2.4.3.				10		8													
2.4.5.																			
2.4.6.				10				4											
2.5.1.			8			2,5							D8,10				A4 B4		
2.5.2.				5,7				9	13,14										
2.5.3.			2	5		1,3	12					A9 D5-9				A2			
2.5.4.						3							C3,4 E1		A3,5 B5	A3		B5	1-10, 16
2.5.5.							1	1	13	14		D3							
2.5.6.																			
2.5.7.				3									A2						
2.5.8.				3,6			7	2					F1-8 I1-8						
2.5.9.																		A5	

	T 2	U 1	U 2	U 3	U 4	V 1	W 1	W 2	W 3	W 4	W 5	X 1	X 2	X 3	Y 1	Y 2	Y 3	Y 4	Y 5
	E S L	A E B S E L	A E B S E L	A E B S E L	A E B S E L	E S L	E S L	E S L	A E B S E L	A E B S E L	A E B S E L	A B E	A B E	A B E	E S L	E S L	E S L	E S L	A B E
	B	A/B/C	A/B/C	A/B/C	A/B/C	A/B	A/B	B	A	B	C	B/C	B/C	B/C	B/C	B/C	B/C	B/C	A
2.6.1.				6						1			G5,6					A4 B4	
2.6.2.				6						1			F6 G5,6					A4 B4	11,12 16
2.6.3.				6,9				5					G8						
2.6.4.		8					5	11	7									A4 B4	13.16 19
3.1.1.			9,10			1,3	12	8	9			A1-10					A1,2, 4 B1		
3.1.2.			2			1,3	12					A1					A2 B2,3		
3.2.1.			2			2		8				A2,10					A2 B2		
3.2.2.			9					8											
3.2.3.																			
3.3.1.			7				12	8	12			A7					A3 B3		
3.3.2.			7			1	12	8	12			A7	E7				A3 B3		
3.3.3.			7														A3 B3		
3.4.1.	3		4				12						E1,2, 6,7 D8				A3,4 B3		1-8
3.4.2.	3		4			5											A4 B4		
3.4.3.			1			2,5							D1-10						
3.4.4.																			
3.4.5.			3	5							1,2	D7							
3.5.1.		3																	
3.5.2.			5				12			15							A5 B5		14
3.5.3.		3																	
3.5.4.			6			3	12												
3.5.5.			3																
3.5.6.				5							3	D9							
3.5.7.					6	13					3	D9							
3.5.8.			3	5	8,9							A8 D6,8					A5 B5		
3.5.9.			3,9, 10			1,3	12	8		15		A8 D5					A5 B5		
4.1.1.				7		6		9							A4				

	T 2	U 1	U 2	U 3	U 4	V 1	W 1	W 2	W 3	W 4	W 5	X 1	X 2	X 3	Y 1	Y 2	Y 3	Y 4	Y 5
	E S L	A E B S E L	A E B S E L	A E B S E L	A E B S E L	E S L	E S L	E S L	A E B S E L	A E B S E L	A E B S E L	A B E	A B E	A B E	E S L	E S L	E S L	E S L	A B E
	B	A/B/C	A/B/C	A/B/C	A/B/C	A/B	B	A	B	C	B/C	B/C	B/C	B/C	B/C	B/C	B/C	B/C	A
4.1.2.	1,5				2	6		3,6							A4,5 B4				
4.1.3.	4				1	6	6	2,3, 4,5		5		D2			A4 B5				
4.1.4.	4				1	6		2,3, 5		5		F8 14			A4,5 B4,5				
4.1.5.	1,5				4	6		2,3, 7							A4,5				
4.1.6.	1-5				1,2 3,4, 5	6		2,3, 4,6, 7	14	5					A4 B4			A3 B3	
4.1.7.	1,4,5				3	6		2										A3	
4.1.8.	3				4	6									A4				
4.1.9.																			
4.2.1.				7	5	6		9	14										
4.2.2.																			
4.2.3.					4	6													
4.3.1.	3												E2						
4.3.2.	3																		
4.3.3.	3																		
4.3.4.	3				5														
5.1.1.				2															
5.1.2.				2															
5.1.3.				2															
5.3.1.				1,3															
5.3.2.				1								D1							
5.3.3.				1															
5.3.4.																			
5.3.5.													A7						
5.4.1.																			
5.4.2.		6																	
5.4.3.		6																	
5.4.4.		6						9											

	Y 6	Z 1	AA 1	AA 2	BB 1	CC 1	CC 2	DD 1	EE 1	EE 2	EE 3	EE 4							
	ABE	ABE ESL	ABE	ABE	ESL	ABE ESL	ABE ESL	ABE ESL	ABE	ABE	ABE	ABE							
	A/B	B/C	A/B	A/B	A	B/C	B/C	B/C	B/C	B/C	B/C	B/C							
1.1.1.			- 5		42 61		A2 B2,8		7	6,8, 11,24 25									
1.1.2.																			
1.1.3.						B12	A7,12 B7,12												
1.1.4.					28					25									
1.1.5.																			
1.1.6.	8,13																		
1.1.7.																			
1.1.8.																			
1.1.9.			6		17 29														
1.2.1.		2					A1,12 B1,12			1									
1.2.2.																			
1.2.3.			6																
1.2.4.							A12			23									
1.3.1.																			
1.3.2.				4		B5	A11 B11		23,28, 36,37	30,31 32									
1.3.3.																			
1.3.4.		17		2,5			A3 B3		31		37								
1.3.5.				2		A3 B3													
1.3.6.	1,2		3	2	60														
1.4.1.		1							12										
1.4.2.		1,2							12										
1.4.3.		1							29 30	34-37									
1.4.4.																			
1.4.5.		1			86 88														
1.4.6.																			
1.4.7.									7,19 26										

	Y 6	Z 1	AA 1	AA 2	BB 1	CC 1	CC 2	DD 1	EE 1	EE 2	EE 3	EE 4							
	A B E	A E B S E L	A B E	A B E	E S L	A E B S E L	A E B S E L	A E B S E L	A B E	A B E	A B E	A B E							
	A/B	B/C	A/B	A/B	A	B/C	B/C	B/C	B/C	B/C	B/C	B/C							
1.4.8.	6									40, 42									
1.5.1.																			
1.5.2.																			
1.5.3.				5	95	A5 B5	B11												
1.6.1.	3		5				A6,12 B6		1	23									
1.6.2.										23									
1.6.3.							A5 B5				28								
1.7.1.							A9,12 B9,11 B12		27	12, 39	33								
1.7.2.			4				A6		2										
1.7.3.	2-8, 15		5		37,45 60,83		A6,8 B6,8		3,8	1,3,4, 6,12, 40,41									
1.7.4.	7,8						A8 B8												
1.7.5.	7																		
1.8.1.		14		2		A6,8					36	12-15							
1.8.2.		14-15	4	2	94, 95	A6,8 B6,8			20		30, 31	12-15							
1.8.3.		15							20, 22										
1.8.4.		15	4																
1.9.1.			1,2		16	A9 B9			5,6										
1.9.2.						B1			34		34								
1.9.3.		18																	
1.9.4.		18				A12 B12													
1.9.5.																			
1.9.6.										3									
1.9.7.		19																	
1.9.8.										22									
2.1.1.	3	13		1					15,16	8									
2.1.2.					19														

	Y 6	Z 1	AA 1	AA 2	BB 1	CC 1	CC 2	DD 1	EE 1	EE 2	EE 3	EE 4							
	A B E	A B E E S L	A B E	A B E	E S L	A B E E S L	A B E E S L	A B E E S L	A B E	A B E	A B E	A B E							
	A/B	B/C	A/B	A/B	A	B/C	B/C	B/C	B/C	B/C	B/C	B/C							
2.1.3.																			
2.1.4.					95	B5			19										
2.1.5.				3															
2.1.6.	1,2,3																		
2.1.7.				3							9,10	20							
2.2.1.											15								
2.2.2.			1,2, 4		16	A9 B9			5.6										
2.2.3.																			
2.2.4.		20			63	A11 B11			17										
2.2.5.		18			81	A12 B12			18, 19										
2.3.1.			6		50 65 76														
2.3.2.				2	9, 55	A10 B10													
2 4.1.			1					3	32		17	16							
2.4.2.			3		93														
2 4 3.				1					37		30								
2.4.5.																			
2.4.6.				2	94				21										
2.5.1.					19														
2.5.2.									33, 37	29	30								
2.5.3.																			
2.5.4.	1,2, 3		1,3, 4		11,22 38,72 91,108														
2.5.5.						B10	A12		37		35								
2.5.6.		5, 8-12, 15				A1	A4 B4		10,14		30	17,18							
2.5.7.		10,11, 21				B1													
2.5.8.	9-15			3		B4	A4,5, 11, B4,11		12	28, 33, 38	19, 25-29	23-25							
2.5.9.																			

	Y 6	Z 1	AA 1	AA 2	BB 1	CC 1	CC 2	DD 1	EE 1	EE 2	EE 3	EE 4							
	A B E	A E B S E L	A B E	A B E	E S L	A E B S E L	A E B S E L	A E B S E L	A B E	A B E	A B E	A B E							
	A/B	B/C	A/B	A/B	A	B/C	B/C	B/C	B/C	B/C	B/C	B/C							
2.6.1.			3			84,10													
2.6.2.			6			A4 B4,10	A12 B12		11										
2.6.3.		18																	
2.6.4.			4		62														
3.1.1.					66 68					43									
3.1.2.					66														
3.2.1.				4															
3.2.2.																			
3.2.3.				4					37			11							
3.3.1.																			
3.3.2.	1,2,4		5		76		B6			2,10									
3.3.3.																			
3.4.1.	1,7		5		108		A6,8 B6,8		8,34	1,11, 18									
3.4.2.							A11			42									
3.4.3.																			
3.4.4.																			
3.4.5.																			
3.5.1.	3		5				A6,12 B6			22									
3.5.2.																			
3.5.3.										14, 20									
3.5.4.																			
3.5.5.																			
3.5.6.																			
3.5.7.										21									
3.5.8.																			
3.5.9.																			
4.1.1.		4,7		4		A1			33		30	2,3, 9							

	Y 6	Z 1	AA 1	AA 2	BB 1	CC 1	CC 2	DD 1	EE 1	EE 2	EE 3	EE 4							
	ABE	ABE ESL	ABE	ABE	ESL	ABE ESL	ABE ESL	ABE ESL	ABE	ABE	ABE	ABE							
	A/B	B/C	A/B	A/B	A	B/C	B/C	B/C	B/C	B/C	B/C	B/C							
4.1.2.		6		4		A5,10 12 B10	3,5		35, 37			4-8							
4.1.3.		5						2,3		27									
4.1.4.		2				A2 B2	A12	3,4	13										
4.1.5.								1,4, 5,6											
4.1.6.			1,3					1-6											
4.1.7.								1-6											
4.1.8.			1,3					4				1-34							
4.1.9.																			
4.2.1.		8,9				A7 B7		2	24		30	10							
4.2.2.																			
4.2.3.																			
4.3.1.			1,3		108														
4.3.2.																			
4.3.3.																			
4.3.4.																			
5.1.1.		12																	
5.1.2.		12				B1					32								
5.1.3.																			
5.3.1.																			
5.3.2.																			
5.3.3.																			
5.3.4.																			
5.3.5.																			
5.4.1.		16		5					25, 26		32								
5.4.2.				5			A3 B3												
5.4.3.				5			A7												
5.4.4.		16		5					25, 26										

TRAINING SESSION AGENDA

APPENDIX I

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TRAINING SESSION AGENDA

Many adult schools do not have a sufficient number of certificated counselors to perform all of the necessary guidance functions. The following agenda is offered as an example for counselors, coordinators, or administrators to use in training those persons who will be performing the guidance tasks. All staff members connected with the CBAE program should receive training.

First impressions are crucial in adult education. Whoever answers the phone or first speaks to the walk-in student may determine the success of the whole adult-school program. Encourage a receptive environment for all adult students and develop a staff with sufficient general knowledge about your program to respond successfully to inquiries. Staff training should include, at a minimum, the following four areas: program knowledge, knowledge of student population, knowledge of tasks to be performed, and communication skills.

A. Knowledge of Your School Program

1. Overview of adult-education organization
    a. Adult education to district program
    b. ABE/ESL to whole adult-education program
2. Description of programs/courses offered
    a. ABE/ESL/VESL
    b. Brief description of each
    c. What distinguishes various ESL levels in your program
3. General education paths (i.e., ESL to diploma) students may follow in your curriculum
4. Major aspects of CBAE approach and organization
5. Local class-size limitations
6. Differences in day and night programs
7. Differences in programs offered at various sites
8. Other

B. Knowledge of Your Students

1. Knowledge of "the" adult school student

   a. "Hard to reach and hard to teach"

   b. Mobility

   c. Time demands upon adult students (i.e., family and economic responsibilities which affect attendance and school performance such as obtaining or changing employment or caring for sick children)

2. Knowledge of Adult Census Information such as the following:

   a. One in 5 adults in the U.S. is functionally illiterate.

   b. Approximately 370 thousand refugees live in California.

   c. In California, 3,580,000 residents were born in another country (roughly 15% of the population).

   d. In California, 3,898,364 adults over the age of 18 speak a language other than English at home (2,330,261 speak Spanish; 1,568,103 speak a language other than Spanish).

   e. In California, 1,995,944 (14.2%) adults over the age of 24 have not attended school past the 8th grade.

   f. In California, 1,728,806 (12.3%) adults over the age of 24 attended but did not complete high school.

   g. In California, 26.5% of the adult population are not high-school graduates.

   h. Statistics for local areas may be obtained from the U.S. Census Bureau reference at public libraries.

3. Knowledge of local student population

   a. Major cultural/ethnic groups in local area/site

   b. General student goals

   c. General reason for students attending adult school

   d. Average education level completed

C. Knowledge of Tasks to Be Performed

Once the person who is responsible for guidance has determined who will be performing which tasks, some will need to be trained in the following skills as appropriate. The responsibilities will vary by local program.

1. Use of forms
    a. Completion of your student profile
    b. Completion of your registration card
    c. Establishment of student record sheet/folder
    d. Maintenance of records: teacher or central files
2. Use of assessment instruments
    a. Pre/post placement tests
    b. Test administration, scoring, and interpretation
    c. Exit certification
3. Use of materials to promote personal, social, and career development. (See Appendices K and L.) If a certificated counselor is not available to train the staff in use of these materials, such use would be an appropriate topic for staff development. However, the instructional materials included are non-threatening and can be comfortably used by most instructors.
4. Use of community resources
    a. Have available local county human resources directory (usually assembled by the Department of Social Services) and let staff know where it is kept.
    b. Prepare and provide for all staff a shortened list (the directories are large and comprehensive) of the most pertinent referral agencies for personal, social, and career needs of your students.
    c. Most agencies can send speakers to inform your staff or students about their available resources.

D. Use of Listening Skills

Even without the professional training of counselors, the skill of non-judgmental listening is a common trait of adult educators. This skill is invaluable when working with students in the areas of personal and social development. Some considerations follow:

1. Take time to really listen without interrupting your students. Frequently the opportunity to verbalize one's concerns is enough to clarify the situation for the student. It is helpful to rephrase the student's statements to verify understanding.
2. Encourage students to talk about their concerns, not only with staff, but with each other. There are benefits in learning that others may share their concerns and thus reduce feelings of "being alone" with their problems.
3. It is important not to become a "sponge." The goal is to help students help themselves, not to try to solve their problems for them.
4. If staff members do not feel comfortable dealing with a particular issue, encourage them to refer students to a person or place where the needed help is available. It is important that staff members not try to tackle issues which overwhelm them.

E. Other Local Concerns

NOTE. All tasks may not be performed by all personnel. Select those items that are appropriate to the specific job description. A secretary may give information by phone and to walk-in students but may do nothing else discussed in the agenda. Aides may score tests and make entries onto the student record, or they may only score tests and pass the scores on to the teacher/counselor, who maintains the student records. Teachers may at one time or another handle all the tasks. Counselors can be expected to be proficient in all the tasks but if new, may need orientation to the specific school or community.

COUNSELING TO COMPETENCIES

APPENDIX J

COUNSELING TO COMPETENCIES

The CASAS competencies which relate directly to counseling/guidance are:

2. COMMUNITY RESOURCES

2.5 The student will be able to demonstrate the ability to identify and utilize information services in the community.

The student will be able to demonstrate the ability to:

2.5.1 Identify types of community services that provide emergency help

2.5.3 Locate medical and health services in the community

2.5.5 Identify education and vocational services found in the community including vocational testing and counseling services

2.5.9 Identify child care services in the community

3. HEALTH

3.4 The student will be able to demonstrate the ability to identify basic health and safety procedures.

The student will be able to demonstrate the ability to:

3.4.5 List health problems related to drugs, cigarettes, and alcohol and identify where treatment may be obtained

3.5 The student will be able to demonstrate the ability to identify practices which promote healthy living and describe how they could be applied.

The student will be able to demonstrate the ability to:

3.5.6 Recognize facts relating to family planning

3.5.7 Identify child rearing practices and community resources

3.5.8 Identify causes of stress and various methods of coping with stressful situations

4. OCCUPATIONAL KNOWLEDGE

4.1 The student will be able to demonstrate the ability to identify factors associated with applying for and maintaining a job.

The student will be able to demonstrate the ability to:

4.1.1 Interpret a Social Security application

4.1.2 Prepare a job application or resume

4.1.3 Interpret job descriptions and identify sources of information about jobs

4.1.4 Interpret job ads

4.1.5 Prepare for job interviews

4.1.6 Recognize appropriate standards of behavior for employment and evaluate employer/employee expectations

4.1.7 Cite attributes, skills, and/or education which may lead to job advancement

APPENDIX K

ABE/ESL MATERIALS

RELATED TO

LIFE SKILLS COMPETENCIES

IDENTIFIED FOR

THE GUIDANCE STRAND

Materials in this matrix are illustrative rather than definitive. Items listed do not carry endorsement. Rather, they are samples of the wide range of materials available which are compatible with competencies discussed in the Guidance section of this Handbook.

Doris Gomez, 1982
Sequoia District Adult School
Redwood City, CA

TYPE	MATERIAL	C.R.				H.				O.K.						
		2.5.1	2.5.3	2.5.5	2.5.9	3.4.1	3.5.6	3.5.7	3.5.8	4.1.1	4.1.2	4.1.3	4.1.4	4.1.5	4.1.6	4.1.7
ABE	EMC PUBLISHING CO.															
	Interview for Jobs													■		
	Finding a Job			■							■		■			
	Filling Out Job Application Forms										■					
ABE	FOLLETT PUBLISHING CO.															
	FOLLETT COPING SKILLS SERIES															
	Finding Work			■						■	■		■			
	Job Interviews													■		
	Family Planning						■									
	Using Community Resources	■														
ABE	JANUS BOOK PUBLISHERS															
	Janus Job Interview Guide													■		
	My Job Application File										■					
	Job Application Language										■					
	Getting Help: Guide to Comm. Ser.		■	■		■			■							
ABE	FRANK E. RICHARDS PUB. INC.															
	How to Write Yourself Up									■	■					
	Basic Health					■										
ABE	EDUCATIONAL DESIGN INC.															
	Lifeskills: Attitudes on the Job										■			■		
	Lifeskills: Attitudes in Everyday								■							
	Lifeskills: Me and Others								■							
ABE	STECK-VAUGHN CO.															
	Becoming a More Effective Person								■							
	Understanding Yourself								■							
	Your Family							■								
	Where to Go, Who to See, What to Do		■	■												
	Working With Others			■					■	■	■		■	■		
ABE	CSDP SAN MATEO COUNTY OFFICE OF EDUCATION															
	* CETA Job Planning Manual											■			■	
	* Prep. for the World of Work Train.													■		
	* Steps to Getting a Job										■	■	■	■	■	
ABE	VOC. ED. SPECIAL PROJECTS															
	* Entry Standards Assessments											■			■	

		C.R.				H.				O.K.						
TYPE	MATERIAL	2.5.1	2.5.3	2.5.5	2.5.6	3.4.1	3.5.6	3.5.7	3.5.8	4.1.1	4.1.2	4.1.3	4.1.4	4.1.5	4.1.6	4.1.7
ABE	PITMAN LEARNING INC.															
	That's Life Book III: Layoff			■							■					
ABE/ESL	ABLEST Adult Basic Literacy															
	Life skills Curriculum Guide															
	"Community Services"	■	■	■	■		■		■							
	"Health"	■	■			■	■	■	■							
	"Occupations"			■							■	■	■	■	■	
	Life School: Community Res.															
	"Social Security"									■						
	"Health Services"		■			■			■							
	Life School: Health															
	"Staying Healthy"					■										
	"Children's Health"							■								
	"Adult's Health"								■							
	"Emergency"	■	■													
	"Medical Care"		■													
	Life School: Occupational Knowledge															
	"Job Search"			■									■			
	"Job Application"										■					
	"Job Interview"													■		
	"On The Job"								■					■		
	Life School: Interpersonal Relations															
	"About Me"								■							
	"Cultural Differences"								■							
	"Relating to Others"								■							
	"Developing Confidence"								■							
ABE/ESL	CLOVIS LIVE-ABILITY SKILLS															
	Heatlh I: Classroom Modules															
	"Health Needs of Children"							■								
	"How to Stay Healthy"								■							
	"Health Services"		■			■										
	Health I: Supplement															
	"Emergency Room"	■	■													
	Health II: Classroom Modules															
	"Family Planning"						■									
	Health II: Supplement															
	"Baby Care"							■								

TYPE	MATERIAL	C.R.				H.				O.K.						
		2.5.1	2.6.3	2.5.5	2.5.9	3.4.1	3.5.6	3.5.7	3.5.8	4.1.1	4.1.2	4.1.3	4.1.4	4.1.5	4.1.6	4.1.7
ABE/ESL	CLOVIS LIVE-ABILITY SKILLS															
	Occupational Knowledge I: Class. Mod.															
	"Social Security"									■						
	"How to Find a Job"											■	■			
	"The Job Interview"													■		
	Occupational Knowledge I: Suppl.															
	"Grooming For Your Job"													■		
	"Filling Out. . . Personal Info. Form"										■					
	Occupational Knowledge II: Class Mod.															
	"Categories of Jobs"											■			■	
	"Sources of Job Info."			■												
	"Job Application"										■		■			
	"Keeping a Job"													■		
	Interpersonal Relations II: Class Mod.															
	"Problem Solving"								■							
	"Parenting Small Children"							■								
	"Parenting Adolescents"							■								
	Interpersonal Relations II: Suppl.															
	"How to Get Along With Others"								■							
	"Self Confidence"								■							
	"When Someone Dies"								■							
	Community Resources II: Supplement															
	"When Disaster Strikes"	■	■													
ABE/ESL	HARCOURT BRACE & JOVANOVICH INC.															
	APL Series Coping in Today's Society															
	Health I	■				■			■							
	Health II						■	■								
	Occupational Knowledge			■							■	■	■	■	■	
ABE/ESL	CEKR CAREER MATERIALS INC.															
*	JOB-O											■			■	
*	Career Exploration Series											■			■	
*	Voc-Tech Quick Screener											■			■	
ESL	INTERCULTURAL RELATIONS INSTIT															
*	Take Two-English for Intercul. Comm.								■					■		
ESL	PRENTICE HALL INC.															
	Beyond Language								■					■		

TYPE	MATERIAL	C.R.				H.				O.K.						
		2.5.1	2.6.3	2.5.5	2.5.6	3.4.1	3.5.6	3.3.7	3.5.8	4.1.1	4.1.2	4.1.3	4.1.4	4.1.5	4.1.6	4.1.7
ESL	ADDISON-WESLEY PUB. CO.															
	Language and Culture in Conflict	■							■							
ESL	CENTER FOR APPLIED LINGUISTICS															
	Cultural Orientation Resource Man. I															
	"American Attitudes to Work"								■			■		■		
	"Skills Ident. and Assess."										■					■
	"Personal Employment Data"										■					
	"The Job Interview"													■		
	"The Work Place"													■		
	"On The Job Relations"													■		
	"Comparing Community Services"	■	■	■					■							
	"Medical Services in America"		■													
	"Health Care in The Home"	■						■								
	"Maintaining Good Health"								■							
	"Family Planning"						■									
	"Parent-Child Relations"							■	■							
	"Overview of Resettlement Process"		■					■		■		■				
	"Refugee + Sponsor Expectations"								■							
	Cultural Orientation Resource Man II															
	"Types of Employment Positions"												■			
	"Looking for a Job"			■												
	"Applying for a Job"									■	■			■		
	"Job Responsibilities"													■		
	"Job Advancement"			■								■				
	"Changing Jobs"			■												
	"Common Community Services"	■														
	"Employment Training"			■								■				
	"Health, Mental Disability + Rehab."		■						■							
	"Personal Social Services"				■											
	"American Medical Delivery System"		■													
	"Using The Medical System"		■													
	"Medical Emergencies"	■														
	"Prevention: Staying Healthy"						■		■							
	"Social Adjustment: Culture Shock"								■							
	"What to Expect: Camp to Community"								■							

APPENDIX L

ABE/ESL MATERIALS

RELATED TO

CULTURAL DIFFERENCES

Materials in this matrix are illustrative rather than definitive. Items listed do not carry endorsement. Rather, they are samples of the wide range of materials available which are compatible with competencies discussed in the Guidance section of this Handbook.

Doris Gomez, 1983
Sequoia District Adult School
Redwood City, CA

LEVEL	MATERIALS RELATED TO CULTURAL DIFFERENCES	METHODS					TOPICS		
		DISCUSSION	ROLE PLAY	DIALOG	FREIRE		DIFFERENCES	AGE GAP	DECISIONS
	ALEMANY PRESS								
Int-Adv.	American Cultural Encounters	■					■		
Int-Adv.	American Business Encounters	■					■		
Int-Adv.	The New Arrival Book Two	■					■		
	ADDISON-WESLEY								
Beg-Adv.	Language and Culture in Conflict				■		■	■	■
	PRENTICE HALL								
Int-Adv.	A Conversation Book I and II	■	■				■	■	
Int-Adv.	Beyond Language	■					■		
	PITMAN LEARNING								
Int-Adv	Juan and Lucy	■						■	■
Int-Adv	Beth's Decision	■							■
Int-Adv.	So Long Snowman	■							■
Int-Adv.	A Time to Choose	■							■
Int-Adv.	A Place for Everyone	■							■
Int-Adv	Mollie's Year	■							■
Int-Adv	The Family From Vietnam	■					■		
Int-Adv	Life School: Cultural Differences	■					■		
	CENTER FOR APPLIED LINGUISTICS								
	Cutural Orientation Resource Man I								
Beg	"Parent-Child Relations"	■						■	
Beg	"Overview of Resettlement Process"	■					■		
Beg	"Refugee + Sponsor Expectations"	■					■		
	Cultural Orientation Resource Man II								
Int-Adv	"Social Adjustment: Culture Shock"	■							■
Int-Adv	"What to Expect: Camp to Community"	■					■		
	CLOVIS LIVE-ABILITY SKILLS								
	Interpersonal Relations II Class Mod								
Int-Adv.	"Problem Solving"	■							■
Int-Adv.	"Parenting Adolescents"	■						■	
	NEWBURY HOUSE								
Beg-Adv	Caring and Sharing in the F.L. Class		■						■
	COLLIER MACMILLIAN								
Int-Adv	No Hot Water Tonight	■					■	■	
Int-Adv	No Cold Water Either	■					■		
	HARCOURT, BRACE + JOVANOVICH								
Adv	Milk + Honey II	■		■			■		

LEVEL	MATERIALS RELATED TO CULTURAL DIFFERENCES	METHODS					TOPICS		
		DISCUSSION	ROLE PLAY	DIALOG	FREIRE		DIFFERENCE	AGE GAP	DECISIONS
	INTERCULTURAL RELATIONS INSTIT.								
Int-Adv	Take Two - English for Intercul. Com.	■	■				■		
	LANGUAGE INNOVATIONS INC.								
Adv	Getting Into It: An Unfinished Book	■	■				■	■	■

THE TOTAL EXPERIENCE

APPENDIX M

THE TOTAL EXPERIENCE:

SIMULATIONS, FIELD TRIPS, AND APPLIED PERFORMANCE TESTS

The purpose of the Life Skills Curriculum is to prepare students for real life. The educational process is greatly enhanced when teachers recreate a life skills situation or setting in the classroom or take their students out of the classroom into the real world. Whether the activity is for the purpose of teaching or testing, careful planning and the setting of clear objectives are essential. When the activity is part of the teaching process, the teacher must decide what the students are to learn and how best to set up the situation. When the objective of the activity is to test the student, the teacher must consider the purpose of the testing, the degree of security required, the exact behavior to be tested, the kind of rating scale to be used, and who will need to use the results.

A test in which the student actually attempts to perform the desired task rather than answering questions about it on a written test is called an Applied Performance Test. A student being tested on Banking could go through a simulation in the classroom in which he would go to the "New Accounts Window," explain to the "New Accounts Officer" (who is really the testor) that he wants to open an account, answer the questions, fill out the forms, and "deposit his money." The testor would grade him on his ability to do the required tasks. Sometimes the class can even go "on location" when the setting lends itself to the requirements of testing. The class can go to a local restaurant, with the manager's permission, and the testor can walk from student to student with the waitress, grading them as they give her their order. To add interest to the experience, the teacher can ask the waitress to "forget" some forks, napkins, or cups and spoons so that the students will have to ask for them.

For a teacher who has never attempted a real life activity, the idea may seem overwhelming. Unfamiliarity is usually the most difficult hurdle. But when the teacher begins to consider the possibilites, the activity picks up momentum. The first attempt will be the most time consuming. The teacher should make notes on what was done and what could be improved, as well as keeping the materials used in the activity. The next time the original plan may be improved upon, but it is much easier. The serious but enthusiastic response of the students is a powerful stimulus to try it again.

DIFFERENT GOALS: DIFFERENT ORGANIZATION

A Learning Experience

When the goal of the real life activity is to teach certain competencies or allow the students to experiment or practice with a newly developing skill, it is extremely important for the teacher to set the precise objectives of the activity. Otherwise the activity may result in being entertaining, but not very helpful to the students. The teacher's preparation for this kind of lesson may include collecting equipment, arranging for any people involved to be present, finding a proper location, and organizing the activity to run smoothly. The teacher needs to think about the steps involved in the process to be studied and how best to move the students through the process with a maximum of participation and a minimum of wasted time. If the activity is a field trip, the teacher should consult the place to be visited beforehand (for example, gas station or market), not only to obtain permission,but to find out what the place has to offer that would be most beneficial for the students to see.

Applied Performance Test as a Needs Assessment

When the teacher wants a pretest which will help him to diagnose which competencies the class or individual students need to work on, he may find an Applied Performance Test very useful. By choosing this type of pretest, he should be able to get a very accurate picture of how the students really perform in the given situation, what skills they are already competent in, and what they need to learn.

His preparation will be very similar to the previous case, except that now, instead of deciding which competencies to teach, he must decide which competencies to test. In this kind of test the teacher need not worry about test security. The entire class may participate and interact together. The teacher may have a variety of tasks for the students to perform, and diagnose the students' needs as he observes their performance.

Applied Perforamance Test for Guidance or Evaluation

When the purpose is to place the student in the correct class, to test his competency in a particular skill, to evaluate his mastery of a teaching unit, or to ascertain if he's ready to move to the next level, the test should be more controlled and focused. Here it is important that the student be given tasks to perform which can be evaluated in a pass/fail rating. A major worry when the activity is a unit completion test or level completion test is test security. In many cases each student must be tested individually, and the teacher cannot teach and test at the same time. (See the attached chart for a diagram of the different kinds of Applied Performance Tests.)

BUT I CAN'T DO IT! MY CLASS IS TOO BIG, AND I'M JUST ONE PERSON!

There are many strategies which a teacher can use to test students individually. In some situations it works successfully for the teacher to give the class written work, or arrange for an aide or fellow teacher to take over the class while the teacher gives the test; but this is not always possible or comfortable for the teacher.

Another alternative is for the teacher to remain in his teaching role and arrange for another person to act as tester. A variety of persons can be used as testers,depending on the situation at the school site, the purpose of the test, and the degree of exactness required in grading. A fellow teacher who is available, such as a team teacher, a language lab teacher or a resource teacher, an aide, a school secretary, an administrator who wishes to participate, a volunteer from a service organization or court referral program, a student from a more advanced class or the most advanced student in the teacher's class can all be successful testers if the testing situation is carefully planned. The testing must be organized to be as self-explanatory as possible and thus avoid confusion on the part of the students and the tester. It should be as close to the real situation as possible.

Preparing the Students for the Test

The teacher must decide on the grading system, keeping in mind the purpose of the test and skill of the testor; for example: a simple PASS/FAIL system for the least sophisticated tester, an EXCELLENT/GOOD/POOR system for a more sophisticated testor, or a detailed error analysis for the most sophisticated testor. The teacher would need to define for the tester what criteria are to be used in evaluating excellence. The teacher must familiarize the testor with the testing procedure; with what the students are expected to know; with what they are not expected to know;

and with how much "ad-libbing" they can handle. It may be helpful to provide the testor with the dittoed sheets and textbooks the students have been using.

Testing Day

When all is ready, the students go to the testing area one by one. The testing area can be whatever is available that a resourceful teacher can discover: an empty classroom, the school library or auditorium, the nurse's room, the A.V. closet, the testing center, the teachers' resource room, the hall outside the classroom, or even a corner of the classroom itself. The tester gets the student's name, takes the student through the testing procedure, and grades the student. Attached are some examples of grade sheets for Applied Performance Tests. Since students are always intensely interested in finding out their test results, the teacher should plan on a private way to let the students know the results without exposing anyone who did well or poorly to embarrassment.

CRITERIA FOR GRADING

Applied Performance Tests cannot be substituted for the CASAS pre/post test for state reporting purposes, and, because the purposes for using an Applied Performance Test are so varied, the individual teacher is given the latitude of deciding which competencies should be tested, how they should be tested, how much cooperation will be permitted between students and what level of performance should be considered passing. The results will only be used at that school site and need not be comparable to any other school.

ADVANTAGES AND BENEFITS

Preparing for real life activities is more time consuming than preparing for many other kinds of lessons. But these activities are extremely beneficial to both teacher and students. The real life situation when used as a teaching tool often has more impact on the student than a drill, lecture or reading and the material covered seems to stay with the student longer, probably because it is more interesting and enjoyable. It is often easier to understand because the setting and situation are clearer.

When the real life situation is used as a Applied Performance Test, the teacher is better able to see whether or not the student has internalized the material and can really use it. The student is given the opportunity to explore his ability to communicate in a safe place, hopefully building his confidence in his ability to communicate when he is on his own.

APPLIED PERFORMANCE MEASURES

WHO USES DATA	TEACHER		PROGRAM	
PURPOSE	CLASS NEEDS ASSESSMENT CLASS ASSESSMENT OF LEARNING STYLES AND DIFFICULTIES	INDIVIDUAL NEEDS ASSESSMENT IDIVIDUAL ASSESSMENT OF LEARNING STYLES AND DIFFICULTIES	PLACEMENT AND GUIDANCE	EVALUATION AND CERTIFICATION
TASK SECURITY AND/OR CONTROL	SHOULD BE ONE ON ONE OR SMALL GROUP INTERVIEW/SIMULATION	CAN BE LOOSELY CONTROLLED i.e. GROUP DISCUSSION/ SIMULATION	CAN BE CONTROLLED INDIVIDUAL TASKS IN A GROUP SETTING	SHOULD BE SECURE CONTROLLED INDIVIDUAL TASKS IN A ONE ON ONE SETTING
TARGET RESPONSE	CAN BE A COMPLEX SYNTHESIS OF BEHAVIORS INCLUDING MANY DIFFERENT SKILLS		SHOULD BE AN EASY TO IDENTIFY SAMPLE OF BEHAVIOR WHICH BEST REPRESENTS "REALITY"	
RATING SCALE	CAN BE A CAREFUL ANALYSIS OF COMPLEX BEHAVIORS WHICH IS THE RESULT OF TEACHER JUDGEMENT		CAN BE AN OVERALL JUDGEMENT (PASS/FAIL EXCELLENT/FAIR/POOR) MADE BY TEACHER OR OTHERS CONSIDERED COMPETENT IN THE AREA.	

← →
ITEMS SHOWN ABOVE EXIST ON A CONTINUUM

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APPLIED PERFORMANCE TESTS

TO TEST ONE COMPETENCY AT A TIME:

Looking over the CASAS Competencies List, one can find many competencies which can be tested by Applied Performance Tests.

Here are a few examples:

a.) 1.1.6 Count and Convert Coins and Currency

First, the testor can ask the student to count the money on the table. Then, the testor can give the student a dollar and ask for change. Finally, the testor can show the student an item with the price marked $16.85 , for example, and give the student a $20.00 bill to pay for it. The student would have to make change.

b.) 1.4.4 Determine Ways to Obtain Housing Utilities

The testor and the student can each have a toy telephone. The student can play the part of the customer, and the testor can play the part of the utility company operator in the dialog. The student can call and ask that the gas, water, or electricity be turned on in his new home.

c.) 2.2.3 Identify Different Types of Transportation, How to Locate or How to Use Them

The testor can sit at a table; the student can sit across the table. The student can play the part of the customer, and the testor can play the part of the travel agent in the dialog. The student requests information about plane fares and schedules to San Francisco.

THE TOTAL EXPERIENCE--TO TEST SEVERAL COMPETENCIES:

In order to simulate reality even more closely, the teacher may want to create a setting and test the students on several competencies involved in that setting. The following are some suggestions for organizing this type of test. They can be done in different ways, and many others are possible. These are offered to stimulate ideas.

Applied Performance Test for the Department Store

Competencies That Could Be Tested

1.1.6 Count and/or convert coins and currency and/or use ($) and (.)

1.1.9 Interpret clothing and/or pattern sizes using height and weight charts

1.2.1 Interpret advertisements, labels, or charts to select the best buys for goods and services

1.2.2 Compare price and/or quality to determine the best buys for goods and services

1.2.3 Compute discounts

1.3.1 Compare methods of purchasing goods and services including cash, check, money orders, charge, and/or lay-away

1.3.2 Interpret applications for credit, their cost and/or consumer responsibility

1.6.3 Identify the procedures the consumer can follow to obtain refunds if merchandise is defective or inappropriate

Suggested Steps to Follow:

This activity will require participation of the entire class to set up, simulate buying and selling, and take down.

1. Preteach all the dialogs and information you expect your students to know about the department store. Decide how many of the above competencies will be tested and which will be mandatory and which will be optional.
2. Prepare merchandise, self-stick labels for prices, tape, a stapler, toy paper and coin money, signs for each department, signs for Discounts, Clearance and Specials, credit applications, paper for receipts, bags for the merchandise, and name tags or some identification for the salespeople.
3. Have all the merchandise in front of you. Pull out one piece at a time and ask the students what it is and what department it goes in. Lay the items on the tables in random order.
4. Give each small group of students a sign for a certain department, assign them a part of the "department store," and tell them to find their merchandise and set up their department.
5. While they are doing that, set up the cashiers and the customer service area. Give each cashier paper for the receipts or an adding machine.

6. Have the class sit down again. Give the customers their money or a checkbook. If they don't have enough money, they will have to apply for credit. Give the salespeople their nametags and set them at their stations. Put the cashiers and baggers in place.
7. Send the customers into the store. Go around encouraging conversation.
8. Depending on the number of competencies being tested, the testor can play the part of the cashier. Or, the testor's only role could be to overhear the students as they ask questions and make their purchases. The testor could even ask students, "Why are you buying that shirt? Is it cheaper? How much is the discount?" etc.
9. After the students have paid for their purchase, they could be required to go to the customer service desk to return the merchandise and get their money back. It might be wise to have a second testor monitoring the student's performance at the customer service desk.
10. As the customers begin moving to the customer service desk, the teacher should pull some salespeople out of the shopping area to work in customer service. They'll need small denomination money to make the refunds.
11. When all shopping and refunding is done, have the students help you pack the things in boxes for next time.

Dianne Pun-Kay

Applied Performance Test for the Doctor's Office

Competencies That Could Be Tested:

3.1.1 Understand and/or interpret information regarding illness including the description of symptoms and following a doctor's directions

3.1.2 Identify information necessary to make medical and dental appointments

3.2.1 Fill out medical health history forms

3.2.3 Read and interpret information associated with medical/dental and/or life insurance

3.3.3 Identify the difference between prescription, over-the-counter, and/or generic medications

Suggested Steps to Follow:

1. Preteach all dialogs and information you expect the students to know about the doctor's office.
2. A day or two before, set up a table with a toy telephone in your testing area. The testor will play the part of the receptionist, and the student will be the patient. Send the students, one by one, to the testing area to call the doctor's office and make an appointment. The testor should give the students appointments that will correspond with their testing time in the doctor's office, a few days later. Have each student write the time and day of the appointment as a test of his listening comprehension. The student should remember the time and day of his appointment.
3. On the day of the appointment, the testing area should resemble a doctor's office with a waiting area, perhaps a few magazines, a doctor's examining table covered with white paper, if possible, perhaps a scale, stethoscope, a table with medicine bottles, anything to enhance the atmosphere. The testor could be encouraged to wear white clothes and a white jacket. Ideally, the receptionist could be played by another student or staff member. Otherwise, the testor can be both receptionist and doctor.
4. When the student enters the doctor's office, he should be told to sign in and be given a patient information sheet to fill out. Then he should be called to the examining table. The testor now plays the part of the doctor and asks what symptoms the student if having.

The student should describe the symptoms of his choice. The doctor should give him several verbal commands to test his listening comprehension; such as, "Inhale, exhale, make a fist, swallow, step on the scale." Then the doctor should recommend some treatment, and tell the student if and when he should come back.

5. On the way out, the student should be asked to pay (you may want to give the students toy money to pay the doctor) and should be given another appointment if prescribed by the doctor.
6. When the student returns to class, he should report back to the teacher what treatment he was prescribed, when his next appointment is, and how much he had to pay.

Dianne Pun-Kay

LA PUENTE VALLEY ADULT SCHOOLS

Applied Performance Test for the Post Office

Competencies That Could Be Tested:

2.4.1 Address letters

2.4.2 Interpret postal rates and/or types of mailing services

2.4.3 Identify and/or use the forms associated with the postal services

2.4.5 Identify the process of tracing a lost letter or parcel

2.4.6 Interpret a postal money order form

Suggested Steps to Follow:

1. Preteach all the dialogs and information you expect your students to know about the Post Office. Decide how many of the above competencies will be tested and which will be mandatory and which optional.
2. In the testing area prepare stamps, aerogrammes, money orders, change of address cards, and any other postal forms that may be needed, as well as toy paper and coin money. If possible, get a small scale to weigh the packages. The testor will play the part of the postal clerk, and the student will be the customer.
3. In the classroom have blank envelopes and several wrapped packages ready. You may prefer to lay out boxes, paper, and strapping tape for the student to demonstrate his ability to wrap a package correctly for mailing.
4. Send the student to the testing area with his money, his blank envelope, and his package. He may be required to do some or all of the following tasks while in the Post Office:
    a. Address the envelope to someone, remembering to include the return address.
    b. Ask to buy stamps.
    c. Ask to mail the package and/or ask for insurance.
    d. Ask to buy aerogrammes and/or money orders and fill them out.
    e. Ask for a change of address card and fill it out.
    f. Put the correct stamp on the envelope and/or ask to have it certified or registered.
    g. Report a lost letter or parcel.
5. The testor totals the purchases, and the student pays. The student should check his change to be sure it's correct.

Dianne Pun-Kay

LA PUENTE VALLEY ADULT SCHOOLS

ADULT BASIC EDUCATION

PERFORMANCE TEST RESULTS

Topic: ______________

Date: ______________

STUDENT NAME	EXCELLENT	GOOD	NOT ABLE	GAVE FEEDBACK	COMMENTS

COMPETENCY CHECKLIST
TRANSPORTATION: SAFETY AND EMERGENCIES

	Getting Help in Emergencies		
Student Name	Dials 911 for emergency help	Asks for "Ambulance," "fire," or "police" acc. to situation	Gives needed personal inf clearly
1			
2			
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Neighborhood Centers, Oakland Unified School District

AN INTEGRATED APPROACH TO
OCCUPATION-SPECIFIC VESL

APPENDIX N

An Integrated Approach to Occupational-Specific VESL

LANGUAGE REQUIREMENTS	CONTENT AREAS					
	EQUIPMENT: Tools, Machines, and Materials	SAFETY: Safety Rules Emergency Situations	MEASUREMENT AND MATH	PROCEDURES AND PROCESSES	QUALITY CONTROL AND INSPECTION	JOB PREPARATION
1. VOCABULARY	Names of tools; names of parts of tools and equipment; related verbs in using them; shapes, colors, textures	First give rules in native Lang. if possible; then in English.	Common units; Voc. Spec. units; Math. Lang-Reading Fractions; Decimals; Angles; Math. Operations-add, substract, etc.; reading meters; blueprints and diagrams	Voc. used to describe steps in procedures Time words (before, after, as soon as, while, next)	Q.C. language-approved, permissible, allowable, rejected, touch up, rework. Describing approved and not approved work.	Application & interview vocab.; want-ad abbreviations; transportation; benefits
2. SITUATIONS	Getting tools/equipment from supply room; ordering materials; reporting defects	Dangerous conditions; emergencies; avoiding health problems; talking about health problems	Making measurements and taking readings; sizes of tools and hardware	Giving & Receiving instructions; following written & oral directions; reporting completion of step or task	Pointing out errors; getting work approved; correcting rejected work; reading reject slips; reading specifications	Getting job info.; interviews; testing; getting to work; discussing cultural differences and discomfort; discussing expectations of employer and employees
3. FUNCTIONS	Identifying; requesting; getting information; following directions	Warning; requesting help; reporting dangerous conditions	Identifying; requesting w/ sizes; following directions	Verifying; clarifying; getting more information	Asking for approval; asking for cause of rejection; asking how to correct mistakes	Greeting prospective employer showing interest; getting info. about job duties & benefits
4. STRUCTURES	To be; used for; what part is it?; what kind of __ is it?; what's it made of; prep. of place	Never; always, be sure to __; make sure that; avoid; w/ "to" and "-ing" forms "Why? Why not?" "Because it's dangerous"; "It can hurt you."	"How is __ measured?" "In (units)." "How many __ are there in __?"	Simple & compound sentences showing order and sequence "Do X before doing Y." All tenses	Models; yes/no questions with tags: "too __" "not enough"	
5. REGISTER	With instructor/supervisor; with co-workers; with customers; with subordinates }	At work, on breaks, or social occasions; making small talk; appropriate degree of Assertiveness → in groups or private conversations	→	→	→	→
6. MATERIALS, ACTIVITIES, COMPETENCIES	Realia, flashcards; diagrams Demonstration of use; T.P.R for directions; substitution drills; dialogs w/ substitutions and visual cues; games; dyads	Flashcards; safety posters; T.P.R; dialogs; role-playing where students act out dangerous situations and give appropriate warnings, and report dangerous conditions and injuries	Tables of common measurements in Eng. & metric systems; rulers; scales; meters; thermometers; timers Students practice with above and describe results Give math problems orally to improve comprehension of figures & measurements Ex. "How many feet in a yard?" "One meter equals how many inches?"	Realia; flashcards, slides, video-tapes T.P.R.; tense drills; pair practice; dialogs; strip stories; dyads Verifying, clarifying, and getting more info. drills Ex. A: Clean the ____. B: How do I clean it? A: Use a ____. B: What kind of a ____?	Specification sheets; standards of workmanship materials; samples of poor workmanship; flashcards Students draw simple pictures of error conditions and describe in pair practice Situational dialog w/ substitutions	Job applications; sample resumes; want-ads; transportation schedules; sample interview questions Intensive practice with above Role-playing interviews Discussion of cultural values and expectations of employers and co-workers

West, L. & Wilkinson, B., Occupation-Specific ESL Needs Assessment (Chinatown Resources Development Center, San Francisco, 1981), p. 23.

- N.O -

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DESCRIPTIONS OF MICROCOMPUTER SOFTWARE
PROGRAMS FOR RECORD KEEPING

APPENDIX O

OVERVIEW

Profile III Plus is a unique program that not only transforms your TRS-80 Model III into a well-organized filing system, but offers many possibilities for manipulating the data you enter. You can store almost any type of information, then retrieve it at the touch of a key.

Profile III Plus data bases can be customized to fit your every need. You set up file segments that contain individual records and choose your own fields for "searching" through the records. Conventional filing systems can only be set up in one order - for example, in alphabetical or numerical order. With Profile III Plus, you can index your data by many different sort criteria.

You can create up to five different screen layouts for each of your data bases. This lets you enter and display the data in several ways.

Profile III Plus performs addition, subtraction, multiplication, and division, allowing you to keep records containing dollar amounts or other totals up-to-date easily. You can even recalculate totals automatically.

Once your data bases contain records, you can use Profile III Plus to print reports and mailing labels. You can also use SuperSCRIPSIT for Model III with Profile III Plus to compose form letters, inserting personalized information from your files wherever desired.

Profile III Plus offers limited access to parts of your data base. You can create custom menus, then password protect parts of your data.

Profile III Plus is easy to learn and use. You'll find more and more ways to apply Profile III Plus as you learn its capabilities and many uses.

Features of Profile III Plus

- Permits quick access to individual records or groups of records
- Allows for up to 99 fields in each record
- Provides up to 36 search fields (defined by you) in each data base
- Allows you to create up to five different screen formats for each data base
- Prints up to five different types of reports for each data base
- Prints up to five different types of mailing labels for each data base
- Stores a maximum of 2400 (255 byte) records for a single-segment data base expanded on all drives or approximately 1500 80-byte records for a multi-segment data base expanded on all drives
- Allows creation of customized user menus
- Allows high speed access to records by using a special index feature
- Permits clustering of associated fields into search groups
- Performs addition, subtraction, multiplication, and division with Math Package
- Performs mass recalculation, hardcopy, delete, and purge operations for selected records
- Allows you to password protect screens and formats
- Provides a separate Creation Diskette so that only selected employees have access to the creation functions of Profile III Plus
- Can be used with Model III SuperSCRIPSIT for composing special letters and reports

- Can be used with Model III VisiCalc for extended mathematical operations

Equipment Requirements

The minimum equipment required for running Profile III Plus is:

- TRS-80 Model III 48K computer with 2 disk drives
- A Radio Shack printer, capable of 132 columns per line (You can also use an 80-column printer by limiting the size of your print files. See SECTION II, under PRINTING REPORT 1 FOR SALESMEN.)
- Printer Cable

PFS®: Software Series
Apple II/Apple III Feature Comparison

Form Design	Apple II	Apple III
Maximum number of characters per item	839	1679
Maximum number of items per page	50	100
Maximum number of pages per form	32	32
Maximum number of forms per file*	1000	32,000**
Restructure design	Yes	Yes
Merge files	Yes	Yes
Screen width (columns)	40	80
Upper/Lower case text	No	Yes

*depends on form size
**with ProFile hard disk

Search Specifications	Apple II	Apple III
>, <, and = Numeric searching	Yes	Yes
Numeric range searching (=13..50)	Yes	Yes
Text match searches (xx, xx.., ..xx, ..xx..)	Yes	Yes
Wild card (@) search characters in text	Yes	Yes
Not (/) opposite match searching	Yes	Yes
PFS Printing		
Sort by any item on form	Yes	Yes
Print mailing labels/lists	Yes	Yes
Maximum number of pre-defined print formats	8	8
Print to text file	No	Yes
PFS:REPORT Features		
Maximum number of characters per line	160	255
Maximum number of columns per report	9	20
Number of sorted columns	2	2
Number of calculated columns	3	3
Maximum number of pre-defined reports	8	8
Output report to text file	No	Yes

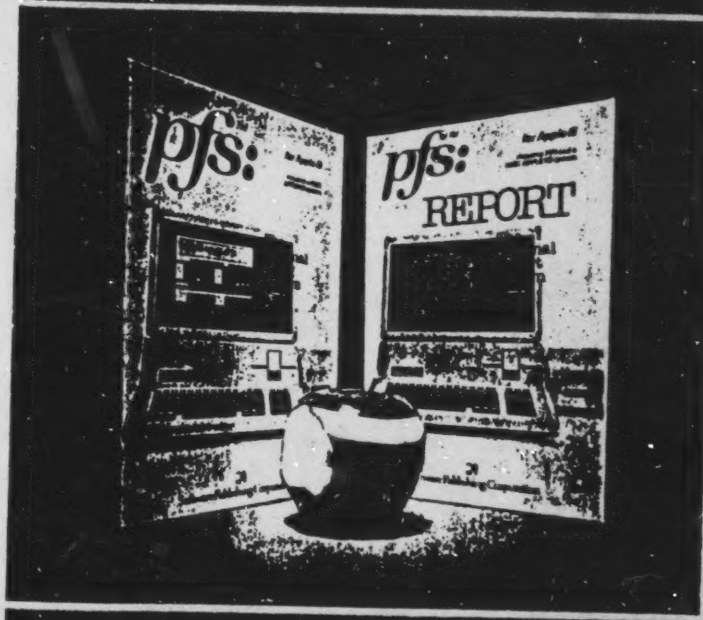
System Needs

PFS–
- Apple II version: 48K Apple II system with a Disk II drive
- Apple III version: 128K Apple III system

PFS:REPORT–
- PFS
- A second disk drive if you want sorted reports

Software Publishing Corporation
1901 Landings Drive, Mountain View, CA 94043

THE PFS SOFTWARE SERIES FOR INFORMATION MANAGEMENT.



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THE PERSONAL FILING SYSTEM

pfs:™

Whether you own an Apple II* or the powerful Apple III, PFS can help you do more to solve your information management problems.

Basically, PFS works like a paper filing system. Without the paper. So you can record, file, retrieve, and most important, summarize information in a fraction of the time it would take with a conventional filing system.

With PFS, you organize your information on "forms" you design yourself right on the computer screen. Once you've created the basic form—with spaces for all the necessary data—all you do is fill in the blanks. You can enter data in any order you like and PFS will take care of finding the information when you need it.

After you've filled in the form, you can store it on the diskette for future use. And a single diskette can hold up to 1000 pages. What's more, if you don't like the form you originally designed, PFS lets you change *just* the form without having to totally re-enter the information on it.

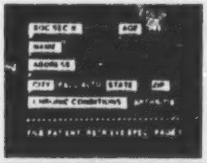
Although PFS is a very powerful program, it's extremely simple to use. Unlike other software packages you can buy, PFS doesn't require any complicated programming or computer language. PFS does all that for you. In fact, using PFS is so straightforward, most people learn how to use it in about 20 minutes. And that's something both experts and beginners can appreciate.

Getting at your information.

With PFS, information can be called up in a variety of ways such as "less than," "more than," "equal to," "between," "not," or any combination thereof. You can even find specific characters, words, names, or numbers.

One by one, all the forms that match your specifications will be displayed on the screen.

For example, the screen at the left shows how you would ask PFS to find all the patients over 65 who live in Palo Alto and suffer from arthritis.



As each form appears, you can instantly update it by typing in the new information, or print it with a few simple keystrokes. You can even print selected items in sorted order such as a mailing list.

PFS can store almost any kind of information in almost any form. Here are a few examples:

SOC SEC #
AGE
NAME
ADDRESS
CITY
STATE
ZIP
CHRONIC CONDITIONS

Patient Records . . .

P.O. #
PART #
DESCRIPTION
PRICE
QUAN
ORDER LEAD TIME
VENDOR

Inventory Control . . .

TRANSACTION TYPE
CHECK #
AMOUNT
DATE
TO
FOR
ADD'L INFO

Check Register . . .

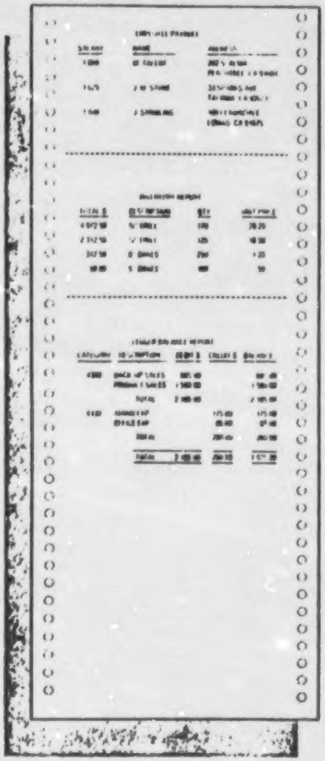
and much more.

Apple* is a registered trademark of Apple Computer. PFS is a trademark of Software Publishing Corp.

THE PERSONAL REPORT SYSTEM

pfs:™ REPORT

PFS:REPORT is the perfect complement to PFS because it uses the information on your forms to give you *new* information that you can use to help spot trends, plan, and make decisions more effectively.



Once you have your information stored in the PFS file, you can summarize it in a variety of ways. And again, you use your blank form to indicate what information you want and how you want it sorted.

For example, you might ask for something like,

"List employees and their addresses. Sort by salary." And you'd get a report like the one on the left.

You can also perform calculations and sort on the results. Such as,

"Compute the value of each item in inventory and sort on the result."

Which would give you a report like this one.

PFS:REPORT can also calculate subtotals, grand total and balances, as in this example:

"List revenues and expenses subtotaled by category and compute the balance."

For a report that would print out like this.

No matter what kind of information you ask for, PFS:REPORT will sort, calculate, total, format and print *presentation quality* reports, in alpha or numeric order, with automatic centering and justification.

And this is only the beginning.

PFS and PFS:REPORT are just the first in a series of software programs for Apple II and III. And there are more on the way. Each designed with the powerful simplicity which makes PFS and PFS:REPORT hardworking software that isn't hard to work.

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SPECIFICATIONS

Graph types	Bar	Line	Pie	
Data input	Any combination of:	Keyboard VisiCalc (DIF*) files PFS data files		
Data output	Display Silentype Epson MX-70, MX-80, MX-100 (must have GRAFTRAX®) Hewlett Packard 7470A plotter (with RS232C interface) Printer with the appropriate Grappler* card Chart output size is approximately 3" x 4" or 8½" x 11"			
X-axis data types	Words: Numbers: Dates:	I Identifier N Numeric Any combination of: D Day M Month Y Year Q Quarter – Ignore field Date examples: YM- dates are stored in Y/M/D format and only years and months are needed -Y dates are stored in M/Y format and only years are needed D dates are stored with only the day of the month		
Patterns, Symbols, Color	Graph	Bar	Line	Color
	A	▭	□	Red
	B	▭	◆	Green
	C	⬚	×	Purple
	D	▨	✱	Blue
Automatic features	Color, pattern fill, symbol selection Percent calculations on pie charts X-axis labelling of dates	Scaling of axes Legend labelling Data reduction		
Maximum specifications	36 data points per graph 4 graphs per chart 45 charts per diskette 8 segments per pie 10 characters per chart name 15 characters per legend 15 characters per identifier	26 characters per chart title 26 characters per axis label 10 divisions per Y division D 1 through 31 M 1 through 12 Y 1 through 9999 Q 1 through 4		
System needs	48K Apple II system Disk II drive			

Try pfs: Graph and other PFS Software Series packages at your local computer dealer.

Software Publishing Corporation
1901 Landings Drive, Mountain View, CA 94043

®VisiCalc is a registered trademark of VisiCorp Personal Software. ®Apple is a registered trademark of Apple Computer Inc. ™Silentype is a trademark of Apple Computer Inc. ™DIF is a trademark of Software Arts, Inc. ™PFS is a trademark of Software Publishing Corp. ™Grappler is a trademark of Orange Micro, Inc. ®GRAFTRAX is a registered trademark of Epson America, Inc.

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pfs:Graph
Graphics software made simple.

pfs: Graph. Computer graphics without computer programming.

Picture this.

Presentation-quality bar charts, line graphs and pie charts. In black-and-white or color. In seconds.

That's PFS: GRAPH. The fastest, easiest, most economical computer graphics software package you can buy.

Learn to graph in less than an hour.

GRAPH is the ideal software package for the professional who needs graphs or charts in a hurry, but doesn't need to become a computer expert.

All you do is specify the kind of graph or chart you want and enter your information. GRAPH does the rest. So instead of making a lot of complicated calculations, you can make graphics. Right away.

You can display up to four graphs on a single set of axes. Mix and match line and bar graphs. Stack bar graphs or display them side-by-side for comparison.

Automatic formatting, scaling, legend labelling, and pattern fill make it simple to create clear, useful graphs and charts for sales presentations, meetings, reports and documentation.

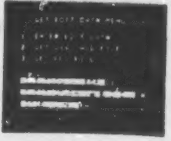
GRAPH is the first stand-alone graphics package that also interfaces directly with PFS and VisiCalc® files.

Let's take an example.

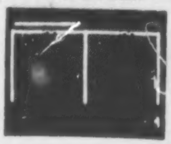
Say you're a wine distributor and you want to graph shipments by region and type of wine.

First you call up the GRAPH menu and choose what you want to do. In this case, it's "Get/Edit Data" (# 1):

On the Get/Edit Data menu, you may enter new data by typing it on the keyboard, or use an established VisiCalc or PFS file. Here, we're choosing to enter new data (# 1):

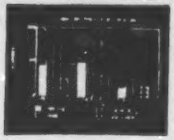


You can have up to four graphs on one chart. For each of the four graphs you get an x-y data format to fill in. Here we're entering data for graph A—the number of cases of Cabernet sold in three regions. We would then go on to enter data for Zinfandel in graph B, Chablis in graph C, and Chardonnay in graph D.

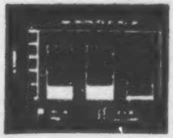


Let's define how the chart should look. By filling in the blanks, we choose four bar graphs representing "May Shipments by Region." We define the x axis as "region" and the y-axis as "# cases." Note that we chose not to stack the graphs, and not to add color or background grid.

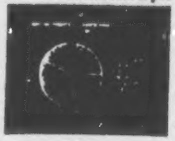
Now we're ready to display the finished four-bar graph. And here it is, with side-by-side comparison bars, automatically labelled and filled with differentiating patterns.



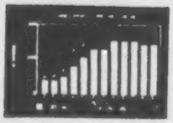
But maybe you'd rather have the bars stacked to show totals. Just change "no" to "yes" on the Define Chart menu, and display it again. Note how GRAPH automatically rescales and relabels to create a well-balanced chart.



How about a pie chart of just the May shipments of Chardonnay? Simple. Complete with a new legend of regions and percentages.



Or maybe you'd like to see the year-to-date shipments of Chardonnay, forecast versus actual.



Beginning to get the idea just how easy and versatile PFS: GRAPH really is? Easy to start with. Easy to work with. Easy to get just the right chart or graph for your presentation.

Software that pays for the system.

Compared to hand-drawn graphics, GRAPH can save you enough money on your first set of charts to pay for itself.

And over the course of a few months, it could save you enough to pay for the Apple® computer system it works on. Including the printer or plotter of your choice. GRAPH interfaces with a variety of printers, including Silentype™ and Epson, as well as the low-cost Hewlett-Packard 7470A color plotter.

And it's from such a nice family.

GRAPH is the third member of the popular PFS Software Series for Apple II and III. PFS is a Personal Filing System that works like a paper filing system, without the paper. PFS: REPORT uses the data in the PFS files to sort, calculate, total and format management reports.

And there are more PFS software packages on the way. Each designed with the powerful simplicity that makes PFS the hardworking software family that isn't hard to work.

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SOFTSWAP

A growing amount of computer materials is becoming available within a category entitled "public domain." Public-domain materials are uncopyrighted and may be reproduced without payment to the author.

This material can be acquired from several agencies for a nominal service fee. One of these agencies is SOFTSWAP, a division of the San Mateo County Office of Education.

Computer-using Educators (CUE) and the San Mateo County Office of Education founded the Microcomputer Center and SOFTSWAP as a joint project in January, 1980. Their work is done by CUE volunteers, by four part-time staff members and by student aides. Several microcomputer manufacturers provide the equipment--Apple, Atari, Commodore, Texas Instruments.

CUE members contribute new programs, evaluate and edit those donated by others, and help with the final screening of programs ready for dissemination.

You can get copies of SOFTSWAP programs and disks in several ways:

1. Visit the Microcomputer Center and copy programs yourself.
2. Copy programs from a friend who has them. SOFTSWAP programs are also at many county schools in California.
3. Order disks by mail
4. Send an original program as a contribution to SOFTSWAP on your own disk and with a letter giving permission to distribute the program, and request any one of the SOFTSWAP disks free in return.

Each SOFTSWAP disk contains from 5 to 28 programs for grades K-12. About one-fourth of the programs are math, mainly drill and practice. Every effort is made to be certain that all programs are truly in the public domain and are not in copyright violation. You can share SOFTSWAP programs as long as you give them away without charge. The programs cannot be sold except via mail-order from the Microcomputer Center.

For more information write:

SOFTSWAP
MICROCOMPUTER CENTER
333 Main Street
Redwood City, CA 94063

Courseware is available for the Apple, Atari 400 and 800, and the TRS-80 models I and II. The cost is $10 per diskette.

SAMPLES OF RECORD-KEEPING FORMS

APPENDIX P

STUDENT PROFILE*

DATE________________________

NAME________________________ MALE____ FEMALE____________

ADDRESS________________________ TELEPHONE:________________
Street City Zip

What country are you from?________________________

What language(s) do you speak?________________________

How many years of school did you finish in your country?____________

Are you employed now?________ Partime________ Full Time____________

What is your job?________________________

Educational Goals:

1. _______ Function better in everyday living.
2. _______ Go to job training, get a job, get a better job.
3. _______ Pass the GED.
4. _______ Get a high school diploma.
5. _______ Go to college.

Placement recommendation:________________________

____

____

____

NOTE. The student profile forms meet the needs outlined in the State Three Year Plan, Section II, CBAE Program Development Work Sheet outlines.

STUDENT PROFILE (Supplement)

Agencies may want to adapt this prototype to local needs by adding the following or other information as appropriate:

Referred to program by ____

New student ______________ Re-entering student ____________________________

Age __________

Last school attended ____

Social security number ____

Student interests ____

Health ____

Diagnostic/Placement test scores:

Test ______________________________ Score ______________________________

Test ______________________________ Score ______________________________

STUDENT NEEDS ASSESSMENT*

Student Name: ____________________

Directions: Check those things you think you need to learn more about.

CONSUMER ECONOMICS

____ 1. How to weigh and measure things, using inches, feet, yards, pounds, ounces, pints, and quarts.

____ 2. How to compare prices of goods and services to find the best buy for less money.

____ 3. How to buy goods and services using cash, checks, charge accounts, money orders, and lay-away.

____ 4. How to find an apartment or house, read and understand the papers I am required to sign, and take care of property.

____ 5. How to budget my money and pay my bills.

____ 6. How to understand what to do when something I buy does not work or is not what was advertised.

____ 7. How to use and take care of things that I buy.

____ 8. How to use the bank for a checking account or a savings account.

COMMUNITY RESOURCES

____ 1. How to use the telephone and telephone book.

____ 2. How to read maps, signs, and use different kinds of transportation.

____ 3. How to understand the clock and the calendar.

____ 4. How to use the post office.

____ 5. How to use emergency, health, education, and job services in any city.

____ 6. How to find and use places where I can eat, travel, and be entertained.

*(See directions for administration of this form on page 2.)

HEALTH

_____ 1. How to make doctor's appointments and follow doctor's directions.

_____ 2. How to fill out medical forms.

_____ 3. How to use medicines safely.

_____ 4. How to prevent accidents and take action in emergencies.

_____ 5. How to stay healthy.

_____ 6. How to find services in my city that will help me and my family stay healthy.

OCCUPATIONAL KNOWLEDGE

_____ 1. How to apply for a job, hold a job, or get a better job.

_____ 2. How to read and understand information about job benefits, wages, and unions.

_____ 3. How to prevent accidents at work.

GOVERNMENT AND LAW

_____ 1. How to register and vote in elections.

_____ 2. How to find out about and use government services.

_____ 3. How to understand my legal rights and responsibilities. (What the laws say I can and cannot do.)

_____ 4. How to understand about and figure taxes.

NOTE: Directions for administration.

The student needs assessment may be administered prior to placement. However, ideally it is administered within the classroom setting with bilingual support. Bilingual support may be from a translated version of the questionnaire and/or administration assistance from an instructional aide or advanced student.

The classroom instructor should tabulate and analyze the results of the needs assessment survey. Those competencies expressed as a need by the majority of a class should be addressed in total group instruction. Other expressed needs should be addressed in small groups or individualized instruction.

CUMULATIVE RECORD

NAME______________________ SOCIAL SECURITY NUMBER__________

ADDRESS______________________ TELEPHONE______________

DATE______________ SEMESTER: FALL________ SPRING________

HOURS ATTENDED______________

DROP DATE______________ REASON______________

TRANSFERRED FROM______________ TO__________ DATE______

TRANSFERRED FROM______________ TO__________ DATE______

CASAS:

TEST FORM__________ PRE-TEST SCALE SCORE________ DATE GIVEN______
TEST FORM__________ POST-TEST SCALE SCORE________ DATE GIVEN______

TEST FORM__________ PRE-TEST SCALE SCORE________ DATE GIVEN______
TEST FORM__________ POST-TEST SCALE SCORE________ DATE GIVEN______

TEST FORM__________ PRE-TEST SCALE SCORE________ DATE GIVEN______
TEST FORM__________ POST-TEST SCALE SCORE________ DATE GIVEN______

TEST FORM__________ PRE-TEST SCALE SCORE________ DATE GIVEN______
TEST FORM__________ POST-TEST SCALE SCORE________ DATE GIVEN______

OTHER ASSESSMENT:

TEST__________ PRE-TEST SCALE SCORE________ DATE GIVEN______
TEST__________ POST-TEST SCALE SCORE________ DATE GIVEN______

TEST__________ PRE-TEST SCALE SCORE________ DATE GIVEN______
TEST__________ POST-TEST SCALE SCORE________ DATE GIVEN______

TEST__________ PRE-TEST SCALE SCORE________ DATE GIVEN______
TEST__________ POST-TEST SCALE SCORE________ DATE GIVEN______

TEST__________ PRE-TEST SCALE SCORE________ DATE GIVEN______
TEST__________ POST-TEST SCALE SCORE________ DATE GIVEN______

COMMENTS:____

(NOTE: This form could be part of daily attendance record/roll book and move with the student if transferred during the semester.)

RECORD OF PROGRESS - INDIVIDUAL

Life Skills Competencies Student Chart

STUDENT NAME:______________________

Student ID No.:________________
(Social Security No.)

Consumer Economics	Level A		Level B		Level C		Level D	
	Date	Score	Date	Score	Date	Score	Date	Score
1. Weights and Measures								
2. Comparison Shopping								
3. Purchasing Methods								
4. Housing Needs								
5. Budgeting	▨	▨						
6. Consumer Protection								
7. Upkeep of Possessions								
8. Banking								
9. Automobile								
Community Resources								
1. Telephone								
2. Transportation								
3. Time					▨	▨	▨	▨
4. Post Office								
5. Information Services								
6. Leisure Time								
TEACHER'S INITIALS								

*Boxes blocked out are not taught at that level.

*Number indicates post test score

*Check indicates student was present for at least part of that unit.

Health	Level A		Level B		Level C		Level D	
	Date	Score	Date	Score	Date	Score	Date	Score
1. Medical Assistance								
2. Medical & Dental Care								
3. Appropriate Medication								
4. Health and Safety Procedures								
5. Promoting Healthy Living								
6. Public Health Facilities								
Occupational Knowledge								
1. Applying For and Maintaining a Job								
2. Wages, Benefits and Unions	▨	▨						
3. Work Safety								
Government and Law								
1. Voting	▨	▨						
2. Government Services								
3. Legal Rights and Advice								
4. Taxation								
TEACHER'S INITIALS								

Diane Pun-Kay
La Puente Valley Adult School

RECORD OF PROGRESS

Class profile by competency:

Samples:

1. Life Skills
2. Linguistics Skills
3. Basic Skills

Instructor Directions:

Each of the class profile forms should be keyed to the course of study outlines and assessment tools used in the local district. These records should include Life Skills, Basic Skills (reading, writing, and computation) and Linguistic Skills, as appropriate.

If specific tests/assessment devices are used to document competency achievement, the items should be keyed by number on the class profile forms.

LIFE SKILLS

TEST: A-1

DATE: ______

STUDENT NAME	Compute Weight	Months & Days	Coins & Currency	Clock Time	Temperature	Medicine Label	Ask for /Give Directions		Time Sheet		Appointments	Measure Inches	Address Letters	News/Periodical Index		Train Schedule	Job Ads	Info Sign	Interpret Ads for Best Buys		Writing A Check		Job Application
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23

- P.5.1 -

LINGUISTIC SKILLS

LEVEL: __________

FORM: __________

TEST: __________

DATE: __________

- P.5.2 -

STUDENT NAME	Statements: "to be" present past	Simple requests & commands	Questions: "to be" present past	Statements: simple present	Questions: simple present	Long & short answers: "to be"	Long & short answers: present	WH Questions	Statements: present continuous	Questions: present continuous	Long & short answers: present continuous	Modals: can, may, will, shall	Prepositions of location	Prepositions of time	Subject pronouns	Object pronouns	Possessive pronouns	Demonstrative pronouns	Adverbs of frequency	Adverbs of time	Statements: simple past	Questions: simple past	Long & short answers: simple past	Possessive adjectives	Plural nouns (regular)	Comparative adjectives	Statements: "going to" Future	Questions: "going to" Future	Long & short answers: going to Future	Statements: Future with "will"	Questions: Future w/ "will"	Long & short answers: "will"	Statements & questions w/ "there" present & past	Count & mass nouns: some, any, much, many	Plural nouns
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35

BASIC SKILLS

Computation - I

TEST:______

DATE:______

STUDENT NAME	WHOLE NUMBER							FRACTION						DECIMAL							MEASUREMENT		
	Read	Write	Count	Add	Substract	Multiply	Divide	Read	Write	Add	Substract	Multiply	Divide	Read	Write	Add	Substract	Multiply	Divide	Dollar/Cents	Linear	Weight	Volume
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23

CALIFORNIA STATE DEPARTMENT OF EDUCATION

REPORT FORMS AND INSTRUCTIONS

California State Dept. of Education
Adult Basic Education Report
Adult, Alternative & Continuing
Education Services
(7/83)

ADULT BASIC EDUCATION---DATA COLLECTIONS

1983-84

(For participants in federally funded programs, P.L. 95-136)

GENERAL INSTRUCTIONS

PLEASE READ THE FOLLOWING INSTRUCTIONS FOR REPORTING DEADLINES AND FOR GENERAL OVERVIEW.

The California State Department of Education needs data to prepare and annual performance report for the United States Department of Education. The form in this packet (ABE-1) reflects the data we need for that report. Every effort has been made to reduce the reporting burden on local program administrators and still meet our basic data needs.

1. Specific instructions are included in the section of this packet entitled "Specific Instructions for Completing Form ABE-1."
2. Records must be kept for all enrollees, and they are reported in Part I as a cumulative total on Form ABE-1, the "Final Enrollment Report for Fiscal Year 1983-84."
3. During the week of February 27 through March 2, 1984, a census needs to be made of your program. The March census will include enrollment data on program type, program level, ethnicity and language.

Program administrators are responsible for developing procedures for collecting and reporting local data. Administrators may duplicate copies of selected forms and give them to the teaching staff for completion or design other procedures that best fit the local situation. The forms that are submitted to the Department of Education represent an aggregation of data from several classes. It is not necessary to submit these forms for each class or from each teacher.

ABE Class Questionnaire: For each class included in your sample for pre-post student testing, have the teacher fill out an ABE Class Questionnaire and include it with each corresponding ABE Class Test Record Form. The ABE Class Record Form should be used to report the raw scores and CASAS Test Form of those students who were post-tested after at least 100 hours of instruction since their pre-test. These forms should be submitted as soon as possible after post-testing no later than March 1, 1984.

Send two copies of the completed form by July 16, 1984 to:

California State Department of Education
Adult, Alternative and Continuing
Education Services
ABE Data Collection
721 Capitol Mall
Sacramento, CA 95814

SPECIFIC INSTRUCTIONS FOR COMPLETING FORM ABE-1

Part I. Total Enrollment Data
(For period July 1, 1983 through June 30, 1984)

For Part I Enrollment Data, report the enrollment during the period of July 1, 1983 through June 30, 1984 in adult basic education classes supported by federal funds under P.L. 95-136 Each student is counted only once in Part I.

Row 1 - Number of teachers (unduplicated)

Enter in row one the total number of teachers (unduplicated count) for the entire fiscal year that taught either ESL (Column A), ABE (Column B), or both (Column C). Every class has a teacher. If the same teacher teaches two classes of two different groups of students, he or she will be counted only once as one teacher.

Row 2 - Number of enrollees (unduplicated)

Enter in row two the total number of enrollees (unduplicated count) who received at least 12 hours of English as a Second Language (ESL) instruction during the fiscal year (Column A). Similarly, in column B enter the total number of ABE students (students in basic skill subject; e.g., spelling, arithmetic review, reading development, etc.) receiving at least 12 hours of ABE instruction during the fiscal year.

Row 3 - Number of attendance hours

Enter in the appropriate column the total number of student attendance hours for ESL (Column A) and ABE (Column B) students reported for a.d.a. purposes for the entire fiscal year. In addition, of the total number of attendance hours reported for ESL students in Column A, enter the percent of that number who were at a "beginning" level of ESL (Column D). For a definition of "beginning" level of ESL, see Part II-A.

Row 4 - Number of instructional hours

Enter in the appropriate column the total number of hours that instruction was offered in ESL (Column A) and ABE (Column B) for the entire fiscal year. Of the cumulative hours of instruction reported for ESL students in Column A, enter in Column D the percentage of time that was offered at the "beginning" level of ESL. For a definition of "beginning ESL", use the definition found in Part II-A.

Part II-A. Sample Enrollment Data By Program Level - Unduplicated (For the week of February 27 through March 2, 1984)

Part II-A, B, and C, count enrollment as specified above for enrollees in actual attendance during the week of February 27 through March 2, 1984. Do not count enrollees not in attendance during the first week of March, 1983. As in Part I, each student is counted only once in Part II-A, once in Part II-B, and once again in Part II-C. For the data reported in Part II, indicate if the data are generally representative of your program enrollment/ attendance pattern throughout the year. If there are differences worth noting, please do so where indicated, Part II-D on back side of ABE-1.

(Column A) - Number of ESL students by program level

Enter in Column A of rows 1, 2 and 3 the unduplicated number of your ESL enrollment that was at the "beginning", "intermediate", and "advanced" level of English as a Second Language Instruction. For your reference, the following can be used for the definition of the different ESL levels.

- "Beginning ESL" - Students would range from absolutely no English to barely comprehensible English, with minimal control of grammatical structure with heavy reliance on repetition and gesture to convey meaning. Pratically all instruction at this level is on listening and speaking. Students appropriately taking an A level form of CASAS are beginning ESL students.

- "Intermediate ESL" - Fewer gestures and repetitions are needed at the beginning level, but still are required to convey meaning. More control of grammatical structure is evident, with plurals, tenses, etc. absent from speech on many occasions. At this level, reading and writing are mixed in with speaking and listening. Students appropriately taking a B level form of CASAS are intermediate ESL students.

- "Advanced ESL" - Although students can generally use English sufficiently to handle most daily situations, their speech is distinctively "accented." There is some need for repetition. At this level, emphasis is made on idioms and language for specific purposes. Reading and writing are integrated with speaking and listening. Students are capable of extended independent study. Students appropriately taking a C level form of CASAS are advanced ESL students.

(Column B) - Number of ABE students by program level
(Students enrolled in basic skills other than ESL)

In Column B of rows 1, 2, and 3, enter the unduplicated number of students enrolled in ABE basic skills other than ESL enrollment that was at the "beginning", "intermediate", or "advanced" level of ABE instruction during the week of February 27 through March 2, 1984.

For your reference, the following can be used as a normative reference in defining the different levels of ABE:

> "Beginning ABE" - These students generally are able to function with instructional materials at the third grade level or lower.
>
> "Intermediate ABE" - These students are able to function with instructional materials targeted between the fourth grade level and the sixth grade level.
>
> "Advanced ABE" - These students are able to function with instructional materials intended for high school completion at the sixth grade level and above.

Part II-B. Sample Enrollment Data By Ethnic Group - Unduplicated (For the week of February 27 through March 2, 1984)

Enter in each of the six areas the number of students enrolled for the week of February 27 to March 2, 1984 that were: (1) American Indian or Alaskan Native, (2) Asian or Pacific Islander, (3) Filipino, (4) Hispanic, (5) Black, not of Hispanic origin, or (6) White, not of Hispanic origin. Use the following definitions for reference to the ethnic group categories.

The racial or ethnic designations defined are those used by the U.S. Department of Education, Office for Civil Rights, and by the California State Department of Education. They do not denote scientific definitions of anthropological origins. The ethnic category which most closely reflects the individual's recognition in the community should be used for purposes of this report. Only one ethnic category per individual may be reported.

American Indian or Alaskan native: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands (excluding the Philipine Islands), or the Indian sub-continent; e.g., China, India, Japan, Korea, and Samoa.

Filipino: A person having origins in any of the original peoples of the Philippine Islands.

Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin--regardless of race.

Black, not of Hispanic origin: A non-Hispanic person having origins in any of the Black racial groups of Africa.

White, not of Hispanic origin: A non-Hispanic person having origins in any of the original peoples of Europe, North Africa, or the Middle East (e.g., Egypt, England, Iran, and Portugal).

Part II-C. Sample Enrollment Data by Language Group - Unduplicated (For the week of February 27 through March 2, 1984)

Enter in each of the appropriate areas the number of students in attendance during the week of February 27, 1984 through March 2, 1984 whose native language was:

1. Spanish
2. Vietnamese
3. Cantonese
4. Korean
5. Filipino/Tagalog
6. Portuguese
7. Mandarin
8. Japanese
9. Cambodian (Khmer)
10. Lao
11. Chinese (other than Cantonese or Mandarin)
12. Hmong
13. English
14. Other European (other than English, Spanish, or Portuguese)
15. Russian
16. Arabic
17. Farsi
18. Other (Language not listed)

Part II-D. Census Data From February/March

As previously noted, indicate if the census data reported in Part II-A, B, and C are generally representative of your program enrollment/attendance pattern throughout the year. If there are noteworthy differences, please explain briefly in the space provided under Part II-D.

CALIFORNIA STATE DEPARTMENT OF EDUCATION
ADULT EDUCATION PROGRAM FIELD SERVICES

FINAL FEDERAL ADULT BASIC EDUCATION ENROLLMENT REPORT

ABE-1 (7-83)

NOTE: Before completing this form, read "Adult Education-Data Collection, 1983-84

Return two copies of the completed form by
July 16, 1984

RETURN TO: CALIFORNIA STATE DEPARTMENT OF EDUCATION
ADULT EDUCATION FIELD SERVICES SECTION
ABE DATA COLLECTION
721 CAPITOL MALL
SACRAMENTO, CA 95814

PROJECT NO.

DISTRICT

TOTAL ENROLLMENT DATA (July 1, 1983 through June 30, 1984)

	LINE NO.	INSTRUCTIONAL PROGRAM				
		ENGLISH AS A SECOND LANGUAGE (ESL)	ADULT BASIC EDUCATION (ABE) (Basic skill subjects)	ABE/ESL MIXED	BEGINNING ESL	TOTALS
		(A)	(B)	(C)	(D)	(E)
Number of Teachers (Unduplicated)	1					
Number of Enrollees (Unduplicated)	2					
Number of Attendance Hours	3				%	
Number of Instructional Hours	4				%	

II-A. SAMPLE ENROLLMENT BY PROGRAM LEVEL — UNDUPLICATED (February 27 - March 2, 1984)

Beginning Level	1					
Intermediate Level	2					
Advanced Level	3					

II-B. SAMPLE ENROLLMENT BY ETHNIC GROUP — UNDUPLICATED (February 27 - March 2, 1984)

	ETHNIC GROUP	NUMBER ENROLLED		ETHNIC GROUP	NUMBER ENROLLED
1	American Indian or Alaskan Native		4	Hispanic	
2	Asian or Pacific Islander		5	Black, Not of Hispanic Origin	
3	Filipino		6	White, Not of Hispanic Origin	

— CONTINUED ON REVE

FINAL FEDERAL ADULT BASIC EDUCATION ENROLLMENT REPORT

ABE-1 7/83 REVERSE

II-C. SAMPLE ENROLLMENT DATA BY LANGUAGE GROUP — UNDUPLICATED (February 27 - March 2, 1984)

	NATIVE LANGUAGE	NUMBER ENROLLED		NATIVE LANGUAGE	NUMBE ENROLLE
1	Spanish		10	Lao	
2	Vietnamese		11	Chinese (Other than Cantonese or Mandarin)	
3	Cantonese		12	Hmong	
4	Korean		13	English	
5	Pilipino/Tagalog		14	Other European (Other than English, Spanish or Portuguese)	
6	Portuguese		15	Russian	
7	Mandarin		16	Arabic	
8	Japanese		17	Farsi	
9	Cambodian (Khmer)		18	Other (Language not listed)	

II-D. CENSUS DATA FROM MARCH

Does the information reported in Part II A, B, or C generally portray your program enrollment composition.

☐ Yes ☐ No If No, explain briefly.

CERFTIFICATICN	SIGNATURE OF DISTRICT SUPERINTENDENT	DATE
I hereby certify that to the best of my knowledge and belief, the information contained in this report is correct and complete.	▶	
	SIGNATURE OF PERSON PREPARING REPORT ▶	DATE

ABE CLASS QUESTIONNAIRE 1983-1984

(To be filled out by teacher for each class participating in the ABE Pre-Post testing)

Name of teacher ____________________ Days and Time class meets ____________________

1. Indicate total number of students in this class on the day of the ABE Post test.
   (________)Number of students. (Include students who are present but not testing.)

2. Indicate number of hours per week this class meets ________.

3. If you have used an instructional aide with this class, indicate number of hours of class time per week an aide is in this class. ________
   Indicate the number of aide hours used in this class in the following tasks:
   ________ hours per week working directly with students in a teaching role, etc.
   ________ hours per week working in a clerical role e. g. filing. correcting papers.

4. Indicate the total number of hours this class met from date of Pre test to date of Post test ________.

5. During the time of the Pre to Post test, indicate the approximate percent of your instructional class time spent in each of the following instructional areas:
   ________ % Life Skills Development e. g. Consumer Economics, Occupational Knowledge, Community Resources
   ________ % Basic Language Skills Development
   ________ % Basic Computational Development
   ________ % Other - Please specify ____________________

6. Indicate the number (refer to question #1) of students whose main reason for being in your class is to:
   ________ go into further education
   ________ get a job or get a better job
   ________ function better in day-to-day living

7. Indicate primary teaching setting for these students. (Check one only.)
   ________ class setting
   ________ learning lab (Individualized self-paced instruction)
   ________ class setting & learning lab combination

8. Indicate the learning levels present in this class. (Check as many as appropriate.)

________ ESL Beginning	________ ABE Beginning	________ Other (Specify)
________ ESL Intermediate	________ ABE Intermediate	____________________
________ ESL Advanced	________ ABE Advanced	

9. Comments: ____________________
   ____

This questionnaire will provide additional information in evaluating CASAS Assessment System.
Please attach to the ABE Class Test Record Sheet before submitting.

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

ABE Class Test Record Sheet

Pre-Post Test

1983-84

Teacher Name____

District____

Site____

Time/Day Class Meets____

Class Title/Level ABE____ ESL____ BEG.____ INT.____ ADV.________

Date of Pre-Test________________Date of Post-Test____________

STUDENT NAME	Pre-Test				Post-Test				SCALE SCORE DIFFERENCE	HOURS OF INSTRUCTION
	TEST LEVEL	TEST FORM	RAW SCORE	SCALE SCORE	TEST LEVEL	TEST FORM	RAW SCORE	SCALE SCORE		

STUDENT NAME	Pre-Test				Post-Test				SCALE SCORE DIFFERENCE	HOURS OF INSTRUCTION
	TEST LEVEL	TEST FORM	RAW SCORE	SCALE SCORE	TEST LEVEL	TEST FORM	RAW SCORE	SCALE SCORE		

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

INSTRUCTOR EVALUATION FORM

ABE Pre-Post Test
September, 1983

In order to develop an assessment system that is appropriate for adults and useful to adult instructors, we need your comments and suggestions. Please fill out this form and return it to your field test coordinator when the test booklets and answer sheets are returned.

Program Level/Class:

Intermediate ESL ______
Advanced ESL ______
Adult Basic Ed. ______
Adult High School Completion ______
GED Certificate ______
Continuation ______
Other ______
____

Number of Students Tested __________

Test Form Number __________

Time allowed for test __________

1. Directions for Test Administration:

Comments: ____________________

____

Suggested Revision: ____________________

____

2. Instrucions to Students in Test Booklets:

Comments: ____________________

____

Suggested Revisions: ____________________

____

3. Comments and Suggested Revisions for Test Items:

Item # _____ : ____________________

Item # _____ : ____________________

Item # _____ : ____________________

4. General Comments: ____________________

____

5. Please feel free to attach a copy of actual directions/items with suggested revisions.

DNAE INFORMATION

APPENDIX Q

DISSEMINATION
NETWORK FOR ADULT EDUCATORS

DNAE

Information, inservice training and technical assistance - the Dissemination Network for Adult Educators, funded under the auspices of ACSA, Foundation for Educational Administration offers all these in order to provide you with the most innovative adult education program available in the areas of:

- •Adult Basic Education (ABE)
- •Assessment
- •Competency-Based Education (CBE)
- •English as a Second Language (ESL)
- •Vocational English as a Second Language (VESL)

DNAE will provide all adult educators with exemplary program information as well as the means by which these programs can be implemented at your teaching site.

Should you choose to adopt one or more programs, a facilitator will be sent by DNAE to your site for an inservice workshop to explain the procedure of implementation. You will be provided with as much technical assistance as needed to make the program functional at your site. In addition, a follow-up evaluation of the implementation will be conducted by DNAE.

It is no longer necessary to search unendingly for unique approaches to meet your needs; there probably are several already developed, awaiting implementation through the Dissemination Network for Adult Educators. Look over the following material to learn more about DNAE and how it can be of service to you.

GOALS

DNAE was developed as an agency whose primary responsibility is to locate, screen and make available for adoption exemplary programs for adults, thereby acting as a clearinghouse designed to serve teachers and administrators.

Our goals are:

- •To *IDENTIFY* exemplary instructional programs and/or products relevant to the field of adult education.
- •To aid in the *DISSEMINATION* and *ADOPTION* of these exemplary programs and/or products.
- •To *IDENTIFY* and *DISSEMINATE INFORMATION* regarding copyrighted materials relevant to the field of adult education.
- •To *COMPILE* a Human Resource Bank.

In order to achieve these goals, DNAE functions in two main areas: *PROGRAM ADOPTION* and *INFORMATION DISSEMINATION*.

PROGRAM ADOPTION

All programs selected by the DNAE advisory panel are available to any adult education site for adoption. Your first step is to identify the problem you wish to solve and which DNAE program might offer a solution. Next, at your request, you will be sent a program blueprint providing in-depth information regarding program history, description, objectives and implementation requirements. Once the decision is made to adopt a program, DNAE will schedule a visit to your site by the selected program facilitators (the program author and/or instructors intimately involved with the program) who will conduct an *Adoption Inservice Presentation* designed to provide the staff development necessary to implement the program.

Finally, after the inservice presentation, DNAE will return to the adoption site to evaluate the degree of implementation and offer assistance if needed. This follow-up visit will offer the adopters an opportunity to discuss any implementation problems with the adoption facilitators.

In order to keep your costs minimized, DNAE will provide *free of charge* the services of the facilitators, including the adoption inservice presentation and the follow-up visit. It is expected that the site adopting a program will bear the cost of all required curriculum materials and the release time for teachers attending inservice presentations.

INFORMATION DISSEMINATION

This component is designed to keep you aware of current products, programs, conferences and workshops relevant to you. To achieve this, each adult education site will have a designated *key contact* who will act as an information liaison to assure that DNAE materials reach all teachers and administrators. Once on our mailing list, teachers will regularly receive a copy of the *NETWORK NEWS* containing descriptions of instructional materials and a calender of events. In addition, each site will receive catalogs and brochures containing a descriptive listing of the exemplary programs available for adoption. Finally, in order to assure that the flow of information is *two-way*, DNAE also maintains a *TOLL FREE* telephone number (800-672-3494) and encourages inquiries and informational calls.

RESOURCE BANK

Information regarding educators who are willing to share their expertise in a variety of areas is available through the *RESOURCE BANK*. Upon request DNAE will provide you with a list of educators who have,expertise in the area of your interest along with the type of services they are willing to provide. Assistance may be offered through various means such as consultations, observations and workshops. After reviewing the list, contact those persons who appear to have the skills and offer the type of assistance that you need. Make your selection and finalize your working agreement. *RESOURCE BANK* listings are provided free of charge and do not infer endorsement by DNAE.

FOR FURTHER INFORMATION

If you wish to receive the *DNAE* catalog or *Network News* simply request placement on our mailing list, being sure to include your *NAME, HOME ADDRESS, ZIP CODE, AFFILIATION, POSITION,* and *TEACHING CONTENT AREA*. This may be done by mail or telephone.

WRITE: Dissemination Network for Adult Educators
1575 Old Bayshore Highway
Burlingame, CA 94010

TELEPHONE: (415) 692-2956
TOLL FREE: (800) 672-3494

Funded under the auspices of ACSA, Foundation for Educational Administration P.L. [illegible] Section 310, and the State of California. The activity which is the subject of this brochure was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

DISSEMINATION NETWORK FOR ADULT EDUCATORS

ROSTER OF ADVANCED STAFF DEVELOPERS

APPENDIX R

ROSTER OF ADVANCED STAFF DEVELOPERS

NAME	LOCATION	PHONE NO.	SPECIALTY
Pearl Baker	Los Angeles	(213) 564-2654	ABE
Barbara Barnes	San Diego	(619) 230-2975	ABE
Suzan V. Barron	Covina	(213) 332-0828	ABE
James Baxter	Santa Clara	(408) 985-6382	VESL/Cultural Diversity
Paul Belomy	Santa Clara	(408) 985-6377	Administration
Joellen Bruce	Salinas	(408) 758-0956	ABE
Joetta Buenafe	Tulare	(209) 686-0225	Guidance
Esther Clanon	Fairfield	(707) 422-5610	ESL
Joe Cooney	Redwood City	(415) 363-5439	Guidance
Cecelia "Peggy" Doherty	San Francisco	(415) 239-3088	ESL
Holda Dorsey	La Puente	(818) 330-7896	ESL
James Eachus	Watsonville	(408) 728-6330	Management
Augie Gallego	San Diego	(714) 230-2144	Management/Computers
Kathy Glaski	Sacramento	(916) 332-1918	Management
Doris Gomez	Redwood City	(415) 369-6809	ESL
Georgene Goodwin	Watsonville	(408) 728-6330	ESL
Larry Heer	Tehachapi	(805) 822-4402	Management
David Hemphill	San Francisco	(415) 391-7583	Cultural Diversity
Karen Homayoonnejad	Vallejo	(707) 553-1390	ESL/Management
Wilfred Hopp	Simi Valley	(805) 527-4840	Management
Leann Howard	San Diego	(619) 230-2144	ESL
Pat Johns	Capitola	(408) 476-7140	Guidance
Autumn Keltner	San Diego	(619) 230-2144	ABE/Management
Mary Kernodle	La Puente	(818) 968-4638	Management
Nick Kremer	San Diego	(619) 230-2975	ESL/VESL
Leonard Levenson	Soledad	(408) 675-2411	Corrections
Joanne Low	San Francisco	(415) 776-6110	VESL
Donald Martin	Visalia	(209) 625-6647	Management
Cuba Miller	Redwood City	(415) 369-6809	Guidance
Sharon Miller	Salinas	(408) 757-3931	ESL
Wanda Patton	Berkeley	(415) 644-6130	ABE
Walt Popkin	Bell Gardens	(213) 773-5529	Management
Dianne Pun-Kay	La Puente	(818) 330-7896	ESL
Ray Ramirez	San Diego	(619) 277-6982	Guidance
Sylvia Ramirez	Mira Costa	(619) 757-2121	ESL
Mary Rich	Clovis	(209) 299-4367	ABE/Management
Patricia Rickard	San Diego	(619) 230-2975	Assessment/Guidance
Bill Ririe	Los Angeles	(213) 625-6471	ABE
Lynne Robinson	Chula Vista	(619) 691-5622	ESL
Lorraine Ruston	Clovis	(209) 299-4367	Project CLASS/NDN
Lynn Savage	San Francisco	(415) 239-3088	VESL
Georgianna Schales	Sacramento	(916) 432-5186	Guidance/Administration
Bonnie Sherman	Pasadena	(818) 793-8920	Guidance
Jo Smith	Alhambra	(818) 308-2309	ESL/Assessment
Adele Stone	Visalia	(209) 625-6647	Management
Aryola Taylor	Los Angeles	(213) 625-6471	ABE
Toni Thomas	Culver City	(213) 645-7609	VESL
Linda West	La Puente	(818) 968-4638	VESL
John Wise	Elsinore	(714) 674-2144	Evaluation
George Woodward	San Francisco	(415) 239-3088	ABE
Jane Zinner	Burlingame	(800) 672-3493	Dissemination